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ABSTRACT

Three distinct concepts are included in the report and addendum. The report itself documents two projects conducted under an Office of Education grant. The addendum is a four-page report of the research grant expenditures. The first report, "Unifying a Career Development Theme...," covers the five goals of the study conducted in Mason City, Iowa, from February 4, 1972 to February 3, 1973, the procedures used, and its results. It was concluded that the study must proceed from career education awareness to implementation of the awareness in the instructional program. In seven pages the body of the report details the execution of the study. It is followed by a 20-page evaluation report conducted by a third party evaluation team which directed their comments to the project's setting, purpose, degree of community involvement, administration, and materials used. The second report, "Models...," covers the same time period but includes seven secondary schools in Iowa as the sites for career education models. The project was directed toward career awareness, accommodation, and exploration. How this was attempted and the scope of its success are topics discussed in the eighteen-page report. Appended to the reports is a guide for a career education program at the elementary level. It consists of three units subdivided by concepts, goals, and activities by academic areas. (AG)

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FINAL REPORT

Project No. V261023L
V261024L
Grant No. OEG-0-71-0922

Unifying a Career Development Theme in the Curriculum Through Teacher In-Service Activities

Models for Secondary Career Education in Iowa

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Parc C of Public Law 90-576

W. O. Schuermann, Director
Career Education Division
Department of Public Instruction

February 3, 1973

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Models for Secondary Career Education in Iowa

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The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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The final reports from the above named projects have been summarized in the Career Education Division of the Department of Public Instruction and are submitted as one report. Seven (7) school districts are involved in two (2) projects under Grant No. OEG-0-71-0922.

W. O. Schuermann, Director
Career Education Division
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Unifying a Career Development Theme
in the Curriculum Through
Teacher In-Service Activities

Summary of the Report:

Period covered
From February 4, 1972 to February 3, 1973.

Goals and objectives
Strengthening and expanding staff inservice training programs;
Strengthening and expanding counseling and guidance services at all grade levels;
Establishing effective relationships between the schools and the world of work in the Mason City area;
Establishing an effective means of collecting, organizing, and disseminating career information and career education materials;
Establishing career exploration activities for students.

Procedures followed
A school system career education advisory committee with representatives from each building and a community career education advisory committee were organized. Members from these two committees formed a third committee for establishing effective relationships between schools and the world of work. Staff in-service training programs for development of curriculum materials and for staff development through motivation achievement seminars were held. Counseling and guidance services included expanded group work with students. Career exploration activities included a summer school course, career exploration and assessment days, career related math course and a career investigation and planning course. Project staff and consultants planned with third party evaluation procedures and selected instruments to be used for gathering data.

Results; Accomplishments
Staff in-service training was provided through curriculum planning workshops, achievement motivation seminars, value clarification workshops, and consultant assistance with student oriented activities. The guidance and counseling component included career development workshops for school counselors; student group work with emphasis on human relations, self-awareness and career awareness; motivation achievement program for secondary students and human development activities for elementary students. Community resources were inventoried, a speaker's bureau established, on-site visitation opportunities for students arranged, and parents used as resource people. Occupational information and career education materials were purchased, organized and made available to students and staff. Student exploration was provided through junior and senior high career exploration workshops, career related math, a career investigation, and planning course, career days, visitations by workers

and elementary school field trips. Third party evaluation was planned and conducted. Product evaluation data will be available before June 30, 1973.

Evaluation

A major purpose of the initial career education project was general staff orientation toward a philosophy of career development as human development. The informal personal interviews with teachers and administrators led the evaluation team to conclude that this philosophy is indeed beginning to permeate the system.

The project obviously has strong support from influential elements of the community.

Local business and industry have been most cooperative in providing on-site accommodations for teacher and student explorations.

One of the goals of the eighteen-month expansion project is to further organize community resources. The director of this aspect of the project has initiated an inventory of community resources and is developing a system for utilizing speakers and providing on-site visitation opportunities. Many staff members, however, were unaware that such a system exists.

Perhaps the one most critical problem at this point in the program's development is the need to move from an awareness stage to an implementation and establishment stage. The performance objectives set for the program are sound. Many of these objectives are being achieved by individual classroom teachers, particularly those who have participated in the summer workshop, and there is evidence of a flurry of career development activities going on in the various schools. But these activities have not been related in any systematic way to a plan for each school consisting of performance objectives and assuring a degree of stability and permanence in the program.

Those faculty members who have been involved in the summer workshop training are considered to be included in the career education development and those faculty who did not participate feel they are not currently a part of the project and do not know exactly how to proceed. An inservice education program in selected buildings seems to be an essential concomitant to the establishment of a building plan.

Among their other functions, the project staff has had to coordinate and implement an assessment procedure designed in consultation with the third-party evaluators. At the time of the visitation, all of the career education evaluation instruments had been administered as scheduled. These data will be analyzed at the end of the year, providing an evaluation in terms of outcome and behavioral change.

The continuing inservice summer program for school personnel has proved highly successful in effecting change in teacher attitudes, as noted through both formal evaluations and observations of teacher behavior following the workshop.

Conclusions and Recommendations

Progress in achieving the principle project goals is clearly evident. The project staff has accomplished much in a short period of time. Attitudes of school personnel to career education are generally positive. Strong administrative support exists. A critical phase of the project now begins, with efforts directed toward integrating career education into the ongoing instructional program. This is a most difficult phase and will require much time for planning and further inservice education. For purposes of evaluation, the collection of process data is of greater importance this year than is outcome data. The primary value of the formative testing at this time is to provide base data which will facilitate evaluation of the program's outcomes two or three years hence.

Body of the Report:

Problem area toward which the project was directed

Two primary problems currently exist. First, as children and youth progress through our school system they tend to learn to value a college degree as the only "success" alternative open to them. Our society in general, including our city specifically, has tended to over-rate a college degree to the extent that as an individual progresses through school he develops the idea within himself that in order to be successful, he must attend college. The typical student must first identify himself as a "failure", before he can explore alternatives to college. Our task is to develop the environment in which children and youth can see all of the avenues which are open to them when they leave school as "success" alternatives, including vocational or technical training, the Armed Forces, direct entrance into the labor force, apprenticeship training, and marriage, as well as college attendance.

The second main problem is that as children and youth progress through school, they do not become fully aware of all of the opportunities which exist for them in the world of work. Our task is to greatly increase the opportunities for students to become aware of the many possibilities.

Department of Labor statistics tell us that of all of the jobs available, both now and for thirty years into the future, only two of ten will require a college degree; half the jobs available will require only a high school diploma, and three of ten jobs will require one or two years of post-high school training. A survey of our students, however, indicates that 66 percent of those who have made a decision plan to attend college, while only 22 percent plan to enter the labor force immediately, and only 12 percent plan to pursue vocational or technical training beyond high school. A third statistic and a frightening one,

is that approximately two of ten Mason City High School graduates now go on to graduate from college. What happens, then, is that society's need for 17 percent of our graduates to obtain a college degree is being met, but along the way at least 40 percent of our high school graduates go through the frustration of beginning a college career that they do not finish. Our teacher inservice activities are designed to tear away the biases and prejudices which now exist toward the world of work; this project, with its focus on student activities, will provide the greater awareness that students need in order to make more appropriate decisions as they progress in their own career development.

One other preliminary point needs to be made. It is a fact that 97 percent of those people who lose their jobs lose them because of their inability to get along with other people; only three percent of those who are released from a job were able to obtain a job for which they were not qualified. Because of this, career development must emphasize self-awareness and awareness of others just as much as it emphasizes career awareness.

Goals and objectives

Strengthening and expansion of staff inservice training programs.
Strengthening and expansion of counseling and guidance services at all grade levels.
Establishing and maintaining effective relationships between the schools and the world of work in the Mason City area.
Establishing and maintaining an effective means of collecting, organizing, and disseminating occupational information and career education materials.
Establishing and maintaining career exploration activities for students.

Description of the general project design

Mason City is an agri-business city with a population of about 32,000. Minority groups compose less than 1 percent of the population. Mason City has a substantial proportion of middle income families; however, roughly 9.6% of the families have incomes below the poverty level. The city's economy is diversified, and includes a variety of types of manufacturing, as well as distribution and service facilities.

The Mason City Community School System enrolls approximately 7,210 pupils in grades K-12. The North Iowa Area Community College, a comprehensive arts and science, vocational-technical institution, is located in Mason City and enrolls approximately 1,562 students. For the purposes of this career education project, the combination of the schools in the Mason City System and the North Iowa Area Community College has been designated as the project site. Data on these schools are provided in the table below:

Level	No. of Schools	No. of Teachers	No. of Counselors	No. of Students
Elementary Schools	11	174	4	3773
Junior High Schools	3	122	6	1767
Senior High Schools	1	114	6	1670
Community College	1	100	6	1562
Total	16	510	22	8772

Mason City High School offers strong programs in grades 10-12, designed to provide job experiences and preparation in a wide variety of occupational areas. These programs include somewhat extensive and varied cooperative education opportunities. Recently, the school district has begun an effort to recognize career development concepts as the focus for all education. The system is now participating in a project which gives emphasis to unifying career development concepts throughout the curriculum through teacher in-service activities.

The major input of the existing career education project is general staff orientation toward a philosophy of career development as human development. This is being accomplished through in-service sessions with the staff--Vocational Exploration Teacher In-Service Training Workshops.

A two-week workshop was held during the summer of 1972, and planned for the summer of 1973, for curriculum writing, for the purpose of integrating career development concepts throughout the school curriculum at all grade levels, K-14.

Value clarification workshops will be held for teachers to enable them to become more understanding and accepting of the values and needs of our children and youth.

A new program of group work at the high school level will be instituted. The entire pupil personnel staff, including student personnel workers, school counselors, school psychologists, and the social worker, engaged in a three-day motivation achievement seminar. This effort focused on identifying special strengths, clarification of values, and conflict management, and provided specific in-service training for group work with students.

A community resource worker was hired in March of 1972 to work in cooperation with the Community School System, North Iowa Area Community College, the Division of Rehabilitation Education and

Services, and the Employment Security Agency, bringing students, including both those on cooperative work programs and those leaving school, into contact with the opportunities which exist for them.

A center for collecting and storing information was established and maintained, through the cooperation of project personnel and the school system's department of educational technology. In March of 1972, a guidance curriculum specialist was employed to facilitiate the work of this component.

Student career exploration activities were patterned after the Teacher In-Service Workshops, and developed as summer school courses for junior and senior high school students. Activities were designed to put students in direct contact with several workers at the job site.

All components of the project were designed in such a way as to emphasize careful measurement outcomes in relation to the treatments attempted and to provide for appropriate program revisions where indicated.

Advisory groups were established to assist in providing direction for the existing career education project.

Data which is obtained will be made available to other school systems as is appropriate. A visitation procedure will be established to accommodate school personnel wishing direct exposure and contact with the project personnel and activities. Reports and materials developed during the project will be placed on file with the State Department of Public Instruction and with the Area II Media Center.

Results and accomplishments of the project

Pilot projects in group guidance work were carried on in the high school with fifty (50) students participating under the guidance of six (6) counselors. A personal orientation inventory was used as a pretest - post test measure. Data being tabulated indicate a positive trend in scores.

Two (2) career days of one-half (1/2) day each were held for junior high school students. Twelve (12) people from the community and three (3) teachers participated in the presentation of information concerning occupations to which junior high school courses can lead. These sessions were repeated for three (3) groups of students each day.

The first Career Education Curriculum Development Workshop was held from July 5, 1972, to July 21, 1972. Twenty-six (26) staff members participated in this workshop under the direction of Gary Heuricks, recently hired Curriculum Coordinator, and Phyllis Getken, Unit C leader at Lincoln Elementary School. A report of this activity is included in Appendix A.

A student career exploration summer school course was held from June 19, 1972, to July 7, 1972, involving a total of thirty-eight (38) junior and senior high school students. Of this number, twenty-two (22) students completed the necessary requirements for one-half unit of high school credit. Visitations in the world of work included trips to Northwestern States Portland Cement Plan, North Iowa Area Community College, Iowa Methodist Hospital, Firestone Plant, United Home Bank, Kings Food Host, Atlas Motor Homes, Cashway Lumber Company, and Mason City Honda. This workshop was under the leadership of Harold Brown with the assistance of Ken Petersen, Martin Taylor, Joseph Campbell, James Tay[illegible] and Helen Anderson.

A one semester (one-half credit) career-related math course, developed by Richard Rick, is being taught by Mr. Rick and a team of staff members from various departments including language arts, art, science, and counseling. The career-related math course is designed to use math materials to study specific careers. The materials are arranged according to 15 career cluster areas containing specific occupations, such as sales, insurance, construction, medical and health occupations, and secretarial and clerical. The student reads the general cluster information, answers information questions, selects a career from the cluster, and then fills out a job application which he presents to a team member. Students may also choose to participate in field trip observations, personal interviews of businesses, movies, filmstrips, role-playing, small group discussions, business games, job simulations, etc.

Another one semester course which is being taught at the high school for the first time this year is a career investigation and planning course. Fifty-four students are taking this course which focuses on the question: How can I use my strengths to meet my needs without destroying, violating, or compromising my values with regard to possible careers? There are two phases of this course. The first phase involves identification of strengths, needs, and values. The second involves application of identified strengths, needs, and values in investigation of the world of work as it exists now and may exist in the future.

High school Career Assessment and Investigation Days took place during the first week of the school year. While the juniors were taking Iowa Tests of Educational Development for the purpose of assessing academic strengths, the sophomores and seniors investigated the world of work in Mason City.

Pre-event and post-event instruments were used to gather data on the value of the investigations. During the first half day, panel discussions were held on various topics making use of community resource people, and movies were shown dealing with the world of work in general, specific occupations, and self-awareness and human relations concepts. During the second of three sessions, approximately 65 representatives of business, services, and industries in Mason City brought exhibits to the high school

which were used to make information available concerning job categories in each of these businesses. During the final half-day session, 1050 students spent one and one-half hours in an on-site, in-depth experience in the world of work in our community. Students visited 110 different establishments during this session. The first part was devoted to a tour of the facility and the second 45 minutes put each student in contact with a worker.

Three advisory groups were established. A School System Career Education Advisory Committee consisting of approximately 35 members and a Community Career Education Advisory Committee consisting of approximately 40 people who represent the world of work were identified. These two groups met on a quarterly basis as a means for project personnel to provide information to school people and to members of the community. Five members of each of the above two groups were named to a School-Community Career Education Advisory Council to provide suggestions to school system personnel regarding the direction of career education in Mason City.

Career days were held at two junior high schools.

To provide more contact and direction between teachers and students, a Team Advisor-Advisee Group (TAAG) concept has been developed. Students in grades 10, 11, and 12 are divided into groups of from 12 to 18 students to meet daily with teachers to achieve the following objectives:

1) to reduce the social, psychological, and physical distance between school staff and the individual learner, without loss of respect;

2) to build a significant adult-student relationship in which teachers may function in an advisory role for students;

3) to improve communication and interaction between students and staff which is ongoing throughout the year;

4) to provide a liaison between students and significant others, including parents, other students, other teachers, and administrators;

5) to modify the behavior of students through participation in small peer groups, and to develop within each individual student the responsibility for his own behavior;

6) to develop a climate of openness and concern within the school in which good interpersonal relationships will allow enjoyable and productive opportunities for learning and teaching.

Each student may further use his advisor to assist in planning

his daily schedule, interpreting his progress reports, and arranging conferences with teachers and counselors, and as an information resource which may allow each student to further develop his own interests, talents, etc.

More than 90 high school teachers, counselors, and administrators participated in an Achievement Motivation Seminar during January, in preparation for the initiation of the TAAG concept at the high school.

It also enabled individuals to take positive action in selecting and accomplishing goals. Seminar participants progressed through six phases of development.

SHARING: Prior to the beginning of an effective teaching/learning experience, the participants must establish a meaningful rapport.

SUCCESS: As a person studies his own history of success, he can define success for the present and the future. This allows both teacher and student to understand and achieve what gives them a feeling of success.

STRENGTHS: Every person has unrecognized strengths that will be reflected in his pattern of success. As they are identified, they can be used effectively and will reinforce the strengths previously identified and utilized.

VALUES: Behavior is based upon the value structure. As values are clarified, behavior becomes more meaningful and constructive.

LIFE MANAGEMENT: The complexity of today's society demands the development of a Life Management style: a creative and constructive management style directed to a growth-promoting objective.

REINFORCEMENT: As individuals see new potentials, they begin to change. This growth-change system needs to be reinforced constantly.

The seminar progressed in small group sessions. As the group members proceeded through these six phases, they sought to understand and "operationalize" some of the basic principles about the nature of growth and development.

Fifty-four students took a Career Investigation and Planning course during the first semester; twenty-five enrolled for the second semester.

Evaluation

The evaluation report provided by the third party is given on the following pages.

Conclusions, implications and recommendations

The project has successfully completed its initial purpose, that of creating a favorable attitude toward career education. There is strong support among influential elements of the community. The continuing in-service program for community and school personnel is highly successful. Program development is related to and dependent upon in-service education. Community leaders are a suggested resource for use in future in-service workshops and activities. Strategies for moving from awareness to implementation involve development of a plan based solidly upon objectives, active involvement of teachers and administrators, direct assistance and personal contacts of project staff in dissemination of materials and ideas to classroom teachers, and provision for keeping lines of communication open. Formative testing has been done to provide for the collection of outcome data two or three years hence.

REPORT OF THIRD PARTY EVALUATION TEAM VISITATION

UNIFYING A CAREER DEVELOPMENT THEME IN THE CURRICULUM THROUGH TEACHER INSERVICE ACTIVITIES

MASON CITY, IOWA

Project No. V-2610213
Grant No. OEG-0-71-0922

EXEMPLARY PROJECT IN VOCATIONAL EDUCATION
PART C, PUBLIC LAW 90-576

JANUARY 1, 1973

EVALUATION TEAM MEMBERS

Harold Engen, University of Iowa
Cliff Helling, School District 281, Robbinsdale, Minnesota
W. Wesley Tennyson, University of Minnesota

Description of the Project. This eighteen-month project is a concomitant of an ongoing project initiated in 1971 which carries the same title and is supported by the Guidance Services Section, Iowa Department of Public Instruction. The original project, given the taxonomy number 19-21000000, is in its second year. Through a series of reports, beginning with this one, the third-party evaluators will assess the effectiveness of each component of the eighteen-month project as well as to assess the overall value and success of the total project.

Project components to be assessed were delineated in a letter of assurance sent to Commissioner S. P. Marland, Jr., dated October 13, 1971. The several components identified include:

1) strengthening and expanding staff inservice training programs;
2) strengthening and expanding counseling and guidance services [illegible]ll grade levels;
3) establishing effective relationships between the schools and the world of work in the Mason City area;
4) establishing an effective means of collecting, organizing, and disseminating career information and career education materials; and
5) establishing career exploration activities for students.

Overall assessment of the total project will be made in light of the objectives stated in both the orginal and subsequent proposal, and later reformulated at a meeting of the third-party evaluation team, June 23, 1972.

Description of the Third-Party Evaluation Process. During the fall of 1972, a Memorandum of Agreement between Mason City Community School System as project site and the third-party evaluation team was signed. Members of the team consist of Dr. Harold Engen, University of Iowa; Dr. Cliff Helling, School District 281, Robbinsdale, Minnesota; and Dr. W. Wesley Tennyson, University of Minnesota. All have worked closely with vocational education and guidance.

The team visited Mason City on April 10, 1972, meeting with personnel from the school system and the Department of Public Instruction. That meeting provided inputs which the project staff used in writing a new proposal for the eighteen-month project. On June 23, 1972, the team met with the project staff for the purpose of translating the general goals contained in the two proposals into measurable objectives. A third meeting, held in August, led to a plan for data collection.

On December 18 and 19, the team again visited the project site. The purpose of this visit was to determine how effectively the assessment plan was being implemented and to gather initial data through observations and interviews within the school system and the community.

Each member of the team individually spent the equivalent of one full day visiting different schools, talking with teachers, administrators, and students. Approximately five hours were spent with the project staff. In addition, interviews were conducted with the city mayor, city planner, editor of the Mason City Globe-Gazette, Chairman of the Board of Education, one other member of the Board, manager of the Iowa State Employment Service, the Superintendent of Schools, and the two assistant superintendents. This report is organized in six parts: Project Setting, Community Involvement, Project Administration, Instruction and Curriculum Materials, Recommendations, and Summary Evaluation.

Project Setting. Although the original project has been in operation since the beginning of fiscal year 1971, circumstances beyond the control of the project initiators interfered with the introduction and implementation of the subsequent eighteen-month expansion proposal. This latter program was to begin in January of 1972 but was not approved by the United States Office of Education until February 1972. It was not until March of 1972 that the Iowa State Department of Public Instruction received final approval for the project by the state board.

Through this time period, the educational financial aid statute 1269 considered all federal funds as miscellaneous income and indicated that such monies would be deducted dollar for dollar from general state aid. The issue remained in legislative limbo until the final ten days of the session, at which time it was amended. The amendment, however, did not cover the federal aid limitations and these limitations were putting severe strain on the Mason City school district budget. The Department of Public Instruction, Attorney General's office, and the United States Office of Education met on several occasions to work at resolving this situation regarding the use of federal funds for Iowa schools. The matter was negotiated very heavily during the early summer months and it, of course, stands as it is described in 1269 as amended.

As a result of these considerations, the Mason City School Administration felt that it was necessary to delay its commitment to the project because of its scope, and especially in terms of the financial limitations which it could possibly entail. The administration did, however, decide in late May of 1972 to proceed and began interviewing individuals for the community liaison resource position and a curriculum coordinator. Both positions were filled approximately the first week of June and the project proceeded at full force at that time. This means that at the time of the first formal evaluation visit in December a full project staff complement had been on board

for a period of only six months. Considering these limitations, the third-party evaluators feel that the project has successfully completed its initial purpose, that of creating a favorable attitude toward Career Education.

A point of confusion regarding the project has been picked up by the team evaluators in their visits to other districts in the state. While the Mason City Career Development is legitimately conceived to be a demonstration program, some persons mistakenly believe that its purpose is to produce and disseminate materials, methods and models. Conversations with the project staff and a careful reading of the proposals suggest that such outcome was never intended. The evaluation team does, however, feel that as the program develops, it should serve as a field model visible to interested educators through reading of descriptive materials and through on-site visitations. In line with this thinking, the project staff is to be complimented for its efforts in producing a newsletter and publications such as (1) Exploring the World of Work and (2) The Curriculum Guide. The Interim Report of the Mason City Career Exploration Summer Workshop, 1971 is also an example of the kind of publication useful in demonstrating this project.

A major purpose of the initial career education project was general staff orientation toward a philosophy of career development as

human development. The informal personal interviews with teachers and administrators led the evaluation team to conclude that this philosophy is indeed beginning to permeate the system. An attitude was frequently expressed "that our primary concern in career education is to develop the self-esteem of the student." A similar awareness of the strategies and methods of career education for accomplishing this goal was generally lacking, except for the few staff members who have participated in the summer workshops.

Attitudes toward the project were neither negative nor overtly positive, which may itself be considered a positive sign. Many staff members appear to have adopted a "wait and see" stance. For some, it is a question of whether the movement is here to stay or whether it's another passing fad. More often, however, the need was expressed for a positive demonstration of the value of the concept.

No instance was found where teachers felt that the program was being imposed upon them. Quite the contrary, many teachers expressed the need for more clear-cut direction. Some staff, of course, expressed concern that the career education program might add to their already heavy work schedules. In short, teachers at all levels seem to be open to the career education concept, but with the many other developments (e.g., school within a school, individualizing instruction, adviser/advisee development, etc.), they are in need of considerable assistance. They simply lack adequate time and energy to develop

career-related activities in their classrooms.

Community Involvement. The project obviously has strong support from influential elements of the community. The mayor, city planner, editor, and Board members all were aware of the project goals and saw these as supporting community goals and having potential for making the education of youth more relevant.

Local business and industry have been most cooperative in providing on-site accommodations for teacher and student explorations. How much of this type activity the community can absorb remains a question. A number of teachers expressed concern about overburdening the community with field trips. In contrast, the mayor, city planner, and editor saw this as no great problem. These gentlemen engaged the evaluation team in a lively discussion of creative ways that the school system and community might provide even greater opportunities for career exploration.

One of the goals of the eighteen-month expansion project is to further organize community resources. The director of this aspect of the project has initiated an inventory of community resources and is developing a system for utilizing speakers and providing on-site visitation opportunities. The evaluation team found that some

teachers have used the system and are high in their praise of it. Many staff members, however, were unaware that such a system exists. Some operational difficulties were encountered by a few teachers using the system, suggesting that its delivery is not yet perfected.

Project Administration. The project staff is visible to the teachers in the schools. Each member of the staff is viewed as working extremely hard to accomplish the project goals and objectives. While the project staff is generally well accepted, certain members of the faculty desire more contact with these leaders. Therefore, some problems of coordination, communication and adminis ration do exist.

Perhaps the one most critical problem at this point in the program's development is the need to move from an awareness stage to an implementation and establishment stage. The performance objectives set for the program are sound. Many of these objectives are being achieved by individual classroom teachers, particularly those who have participated in the summer workshop, and there is evidence of a flurry of career development activities going on in the various schools. But these activities have not been related in any systematic way to a plan for each school consisting of performance objectives and assuring a degree of stability and permanence in the program. Without a plan, there is no program! The development of specialized

support services, while desirable and necessary, does not in itself result in an integrated program.

While it may be said that a plan exists for the school system as a whole (as reflected in the project's proposals and statement of performance objectives), the project's goal to implement career exploration experiences throughout the curriculum can be realized only through individual plans developed at the local school level. These plans, of course, must be coordinated with the overall plan.

Moving from an "awareness" to an "establishment" stage is extremely tricky, requiring of the project staff patience, tolerance, and skill in communication and consultation. Boldness in setting direction is required, as well as a flexibility and willingness to let the teachers in each building evolve their own plan. A number of persons indicated that they did not know exactly what career education is, and some thought that career education was an already developed program rather than an evolving program. Many faculty members did not seem to realize that they are the ones who must develop the project internally within their own schools and courses.

The evaluation team believes the personalities of the project staff and top administrative staff are uniquely suited to orchestrate this transition stage. Timing, of course, is a crucial element, but members of the evaluation team sense a readiness on the part of

Mason City school teachers for this move. Perhaps this may not be true in all buildings, and the project staff may well be advised to be selective in choosing those buildings in which they might begin to establish systematic programs. The wisest course may be not to attempt to implement across-the-board all at once.

To assure success of the further development of this project, some consideration must be given to the role of the top administrators in it. From the interviews, it appeared obvious that the superintendent of schools is highly respected for his leadership at the state level. However, that leadership role, because of its very nature, removes him somewhat (both psychologically and physically) from the classroom teacher. The leadership role is both an asset and a disadvantage, but this evaluation team feels its positive effects far outweigh any negative ones as far as development of career education in Mason City.

The organizational structure of the school system and how the career development project relates to other entities, particularly its relationship to the offices of the two assistant superintendents, may be having some unknown effect on the implementation of career education in this school system. Further, since the guidance and counseling program is so intimately related to the career education project, and since efforts are underway to redefine the counselors' role in

relation to curriculum, this program should perhaps be examined in light of the organizational structure.

The department chairmen at the senior high level are generally supportive of the career education project, although some felt that it was all organized and decided downtown and did not feel a part of the project. One department chairman suggested that Mat Matson should have gotten together with Russ Clarke and worked with department chairmen through him. He felt that in this way the project staff could have utilized the department chairmen more effectively. Another chairman felt that the project director must be more visibly involved in interpreting the program to department chairmen. The inservice departmental meetings with a committee for career education at the secondary school level has been well received. Only one or two departments have not been involved in the inservice training at this point. The high school principal and three out of four elementary principals consulted were very supportive of career education and making concerted efforts to involve their faculties in the project. Some building principals have shown little or no interest. A few are using the career education thrust to implement other programs in which they have an investment.

If the project staff elects to begin instituting career education plans in selected schools, an expanded inservice education effort

is called for. The evaluation team found that in most schools fewer than two or three of the teachers had the advantage of participating in a summer workshop. Those faculty members who have been involved in the summer workshop training are considered to be included in the career education development and those faculty who did not participate feel they are not currently a part of the project and do not know exactly how to proceed. An inservice education program in selected buildings seems to be an essential concomitant to the establishment of a building plan.

In trying to implement the goals of the project, it appears that the project staff is being stretched pretty thin. A clarification of each staff member's functions needs to be made specific and communicated to teachers. Many teachers indicated that they were not clear as to the respective responsibilities of the staff. It seems obvious that the project staff cannot spend a lot of time working with individual teachers, but must instead work with planning committees in each building, administrators, and inservice education programs, as well as carry responsibility for the development of special components of the program such as the community resources system or the information services system.

Among their other functions, the project staff has had to coordinate and implement an assessment procedure designed in consultation with the third-party evaluators. At the time of the visitation, all of

the career education evaluation instruments had been administered as scheduled. These data will be analyzed at the end of the year, providing an evaluation in terms of outcome and behavioral change. Probably the data collected from the first year pre- and post-testing will show little of significance. These data may, however, provide a base line which will enable future evaluations to be undertaken after the career education program is systematically established and implemented. The evaluation team is mindful of the fact that a program of this type may show little effect upon student performance during the time when efforts are devoted to educating the faculty with respect to the concept and how it may be implemented.

Instruction and Curriculum Materials. Evidences of work-education activities were conspicuous in a few of the schools and classrooms visited. Among the child-developed products of learning were job-related drawings, bulletin boards, posters, collections of literature, newspapers and products of one sort or another constructed under assembly line conditions.

Two new courses related to career education are being added to the curriculum this year. A career-related math course at the secondary level was taught during the Fall. Students who were interviewed were enthusiastic about the course and felt that it was beneficial to them. However, only a limited number of students requested the course for the second semester, so there is a question as to whether

or not it will continue. The reasons for the limited enrollment are not clearly identified -- lack of communication about the course is one possibility.

A career planning and assessment course is to be instigated. Counselors are scheduled to work with eleventh graders in their classrooms on career oriented small group projects. The course will provide an orientation to self-appraisal, planning and decision-making, and the counselor-student ratio will be one to twelve. This effort constitutes a new thrust, one which will begin to engage the counselor in curriculum and curriculum development. There is a question as to whether or not this projected role for the counselor is accepted by the administration, or the counselors themselves.

During the summer, a small group of teachers participated in a curriculum writing workshop. A set of materials for the elementary grades was produced, including objectives and suggested learning activities. These materials are being introduced to the schools. There was no evidence at the elementary level of the use of commercial materials.

Among instructional activities, mention must be made of the continuing inservice summer program for school personnel. This program has proved highly successful in effecting change in teacher attitudes, as noted through both formal evaluations and observations of teacher

behavior following the workshop. Unfortunately, however, the positive impact of this program has not to any extent been generalized beyond those teachers participating in the workshops. In most schools, only two or three teachers have participated in a summer workshop, and these teachers seem not to have assumed a role as "change agent" in their buildings.

The newsletter as an instructional device seems to be serving a useful purpose. It is widely circulated and is looked upon as an excellent publication. However, it has projected an image that a majority of the career education activities are being carried out in the elementary schools.

Recommendations:

1) Begin now to map out strategies for moving from the "awareness" stage to an "implementation" stage. This must necessarily involve the development of a career education plan for each building, a plan based solidly upon objectives and identified learning activities tied to those objectives. The administrators and teachers within each building must assume responsibility for the development of "their" plan, in keeping with the overall objectives of the project. In formulating strategies, the "readiness" of each school must be considered.

2) At the secondary level, it is strongly recommended that the project staff and the department chairmen be provided adequate time to have a retreat to discuss, on a personal level, the career education project. It is recommended that Merwyn Matson organize this retreat. This would provide an excellent opportunity to organize the secondary school staff. Since Russ Clarke has immediate responsibility for the department chairmen, he should have an integral part in the organization of this meeting. It is further recommended that other retreats be organized, possibly with elementary, junior high and senior high principals, in order for them to think in terms of how they can assist in implementing the K-12 career education project.

3) Experience has shown that program development is related to and dependent upon inservice education. It is recommended that in those buildings in which "readiness" has been established, principals be encouraged to inservice their staffs. The project staff should consider utilizing community leaders and teacher personnel who have been through the summer workshops as resource people for this inservice education.

4) The central project staff should look for opportunities to provide more direct resource assistance to the classroom teachers, especially those not in the summer workshop. At the secondary level, an opportunity to provide ideas, materials and resources exists with

those faculty becoming involved in the adviser-advisee program. In some elementary schools, such as Madison, unit teachers are meeting to plan a program. Such groups could benefit from the expertise of the project staff. Particularly, they need to develop an understanding of the process nature of career education and how math, science, and social studies can be taught through career related activities.

5) There is an immediate need for the development of a district-wide resource center to demonstrate curriculum materials in career education. Such a center would aid the project staff as it works with individual schools in developing their program and their own resources.

6) It appears that a very strong relationship is starting to develop between the Mason City School System, especially the Career Education Project, and various community agencies. Dick Voellinger, manager of the State Employment Security Commission Office, is very supportive of the program and has been utilized in the workshops. He would like to see more direct referral of students. He is also suggesting that there might be a possibility of having some team counseling of students; more utilization of the job bank system, which is computer based at the Employment Office; and other mutually beneficial activities.

7) There is an immediate need to establish an advisory council of business leaders, educational personnel, and students. The function of the advisory council is to help the project staff determine policy and set directions; it will also serve as an advocate of the project.

8) The project staff should move forward as rapidly as possible in providing a centralized and systematic system for the utilization of community resources. While strides are being made in this direction, there is a further need to:

a. broaden contact and opportunity for use;

b. establish evaluation of guest speakers and field trips; and

c. establish use rate so as not to overuse.

9) A guidance component is essential to the success of the career education program. Counselors should work closely with teachers in implementing career activities through the classroom. They may need some inservice education in developing the needed consultation skills and understanding the change process.

10) As the project moves to implementation, communications problems may be expected to increase. The staff should recognize that resistance is a natural concomitant of change. Any defensiveness on the part of the project staff will be self-defeating. Openness is essential. While it is essential also that the teachers come to feel it is their program, the project staff should not hesitate to exercise leadership

in setting direction and providing ideas and resources.

11) There is a need for greater visibility of the project within the state of Iowa. Since the handling of reproduction and distribution of materials can become an expensive and time consuming task, it is suggested that arrangements be made with the State Department of Public Instruction to assist in this phase of publicizing the project. A clear picture of the scope of the project, what is currently available, and what can be expected in the near future, should be made known to schools and the public in the state.

12) The data collected from students in the elementary and junior high with the Roseville Career Test and the Awareness of Occupations instruments needed to be transferred to machine process answer sheets or key punched before they could be analyzed. Before the post-test data are collected, all instruments should be reviewed to assure that the information will be collected in a manner that will avoid this unnecessary delay and cost.

Summary Evaluation. Progress in achieving the principle project goals is clearly evident. The project staff has accomplished much in a short period of time. Attitudes of school personnel to career education are generally positive. Strong administrative support exists. A critical phase of the project now begins, with efforts directed toward

integrating career education into the ongoing instructional program. This is a most difficult phase and will require much time for planning and further inservice education. For purposes of evaluation, the collection of process data is of greater importance this year than is outcome data. The primary value of the formative testing at this time is to provide base data which will facilitate evaluation of the program's outcomes two or three years hence.

Models for Secondary Career Educatio in Iowa

Summary of the Report:

Period covered
From February 4, 1972, to February 3, 1973

Goals and objectives
Identify procedures and practices for conducting secondary career education programs that will implement the preparation phase of the model.
Write program models that can be used to implement career education programs in the secondary grades.
Establish and conduct exemplary secondary education programs in the six schools.
Establish similar programs in other secondary schools in the state as a result of the procedures demonstrated in these exemplary programs.

Procedures followed
The subject of this evaluation report is the secondary portion of an exemplary career education project conducted under the direction of Iowa State University through the Department of Agricultural Education, Ames, Iowa. The secondary or 9-12 project is in the first year of a three year development program. Six secondary schools were selected as sites for the exemplary efforts with the idea that the program would spread to other schools in the district and to other districts in the area. A very broad concept of career education serves as the foundation of this project. Wholistic in its approach, it includes all students and contains a marked humanistic emphasis on self-awareness and self-actualization.

The six sites for the secondary schools were selected from the nine districts already participating in the Elementary Career Education Project conducted by the contractor which originated in 1971. Secondary level sites include Sheldon, Humboldt, South Winneshiek, Carroll, Marshalltown, and Davenport.

The project is administered as is the elementary Iowa Career Education Project, by the same Director, Associate Director, six consultants and three secretaries located in Ames, Iowa. Consultants from the central ICEP staff serve as resource people for the six districts. Conferences, workshops and printed communications add to the resource and coordination effort. The consultants also serve as participants in the periodic review and up-dating of project activities.

Results; Accomplishments
At this point in the project cycle, secondary teachers and local project coordinators have been selected and encouraged to evolve their own local implementation plans. Community resources are being utilized and community advisory committees of lay people

have been established at several sites. A seventh school district, Clarke Community at Osceola, petitioned to be included in the project and was added. Implementation at the secondary level began with in-service summer workshops in 1972.

A workshop for project school administrators and staff was held in the spring for orientation to the career education concept, to discuss objectives of the project, to solicit support, and to create enthusiasm.

A summer workshop, during the summer of 1972 for secondary participants was judged effective in relaying to the participants the concepts of career education, as evidenced by the development of career education objectives, development of implementation plans for the local schools, and establishment of enthusiasm and commitment on the part of the local participants.

Evaluation

The project teachers, who saw themselves during evaluation interviews as playing a primary role in the development and implementation of career education felt they have gained an early sense of purpose and responsibility and have served as a motivating influence for others. Without extra compensation, teachers devoted time during and after school, and often during their leisure to plan, develop materials, document their activities, and make presentations of their ideas to groups.

The commitment and leadership provided by the local administrators at this point has varied widely from school to school. However, in cases where strong commitment and sensitive leadership were present, progress of the project was expedited. In some districts, substitutes were provided so teachers could participate in career education planning or development or attend a regional conference. In cases where school districts provided this money, teachers viewed this as tangible evidence of local commitment and were encouraged in their own efforts.

Although the degree of "encouragement" offered to teachers by local administrators varied from district to district, in most cases teachers felt that their involvement was voluntary. In cases where teachers felt they volunteered, there was evidence of increased commitment.

A crucial factor in the implementation of the CEP has been the personal contact of the local participants with a consultant on the central FCEP staff. The consultants provided leadership, guidance, advice, materials, informal communication, and moral support. In some schools, a well-timed visit by a consultant was seen as the turning point of their program--the time when things fell into place.

Although the definition of the role of "local coordinator" is still vague in many of the schools, important coordination tasks

are carried out in local schools by one or more persons. Often these people were "drafted" for the job and had to add career education responsibilities to an already full schedule. They provided local leadership, liaison with central ICEP, and met diverse responsibilities.

"Guidelines for implementation" were developed by and for each participating district with the help of the ICEP staff. These guidelines provide an important structure for local CEP efforts.

Information sharing among ICEP schools has been so far restricted to conferences, workshops, and meetings. The ICEP has been inhibited locally in many cases by restrictions on budget and facilities. Poor bus service limits field trips, budget restrictions limit in-service programs, released time for teachers, and purchase of equipment and materials. In every school district there was a lack of time for planning, coordination, development, and documentation. Smaller districts suffered more severe limitations of this type, in some cases.

Conclusions and Recommendations

As a result of third party evaluation input, the state DPI has appointed a person to respond to requests for information about career education and the ICEP from outside the project. This should significantly reduce the burden on ICEP staff members.

As this project enters the second phase of its cycle, it is imperative to give attention to solving problems of communication, sharing of materials and documented activities from other schools, and for articulation of curriculum both horizontally and vertically. Where local district staff schedules are an inhibiting communication factor, the enlistment of added commitment on the part of administrators is encouraged.

Since the ICEP began at a critical time in the national career education movement while national goals are still in a state of flux, individual projects such as the ICEP can provide a sound theoretical foundation in national goal-setting. In view of the recent federal legislation in the area of career education and the strong statement made by the Governor of Iowa in the recent State of the State Address, local teachers feel justified in viewing themselves as pacesetters in this thrust.

Factors contributing to the success of the project to date include the spring and summer workshops, early involvement and responsibility of teachers in establishment and implementation of career education objectives, commitment and leadership on the part of some administrators, dedication of time and effort by teachers, voluntary participation by teachers, personal contact with project consultants, local support for released time in some districts, and the broad concept of career education developed in the model and by guidelines for implementation in each participating district.

Body of the Report:

Problem area toward which the project was directed

On February 25, 1971, the Iowa State Board of Public Instruction approved and funded a three year project that would establish exemplary precareer education programs throughout the state. The project has as two of its objectives (1) to establish and conduct exemplary K-8 precareer education programs in nine selected Iowa elementary school systems and (2) to encourage the establishment of similar programs in other elementary schools in the state as a result of the procedures demonstrated in these exemplary programs. The project was initiated on March 1, 1971, and at the present precareer education programs have been written and are being initiated in the Davenport, Springville, South Winneshiek, Humboldt, Marshalltown, Osceola, Shenandoah, Carroll, and Sheldon community elementary school systems.

The concept of precareer education that is being implemented in each school system encompasses three phases: awareness, accommodation, and exploration. Each of these phases includes emphasis upon the self, proceeding from awareness to actualization as the child matures in the development of a self concept. Interwoven with the self concept is the concept of the world of work; beginning as a separate entity, it is gradually assimilated into the development pattern of the student. Integrated into the school curriculum, orientation to a broad range of occupations with consequent ramifications for patterns of living provides students with a basis for realistic career choices. While this model was developed for use in elementary career education programs, it became apparent that in order for the concept to be complete and realistic in leading students to intelligent career decisions, it had to involve career education programs at the secondary level. The exploratory phase for the model, covered at the junior high school level, deals in depth with student acquaintance with and exploration of the fifteen occupational clusters as outlined by the U. S. Office of Education. Throughout this phase of the precareer program, students are encouraged to become familiar with the occupational clusters and begin to identify those clusters that align most nearly with their interests and abilities. This process is continued at the preparation level until the student has made a decision relative to the cluster that he wishes to enter and begins to prepare for entry into an occupation within that cluster. The actual preparation may terminate at the twelfth, fourteenth, or sixteenth grade level. For those students who are not ready to make a decision concerning an occupational cluster, the model allows additional time for exploring the occupational clusters with the actual preparation beginning later in their secondary education or at the post-high school level.

In the secondary curriculums of the above mentioned schools, programs with an occupational orientation are being offered. The opportunity to establish exemplary career education programs at the secondary level exists within the framework of the precareer project and the concept of career education being implemented in the project.

The second and third year of the precareer project will be devoted to sharing with school systems in Iowa the procedures and activities demonstrated in the nine precareer programs. The purpose of sharing is to instigate similar precareer programs in all of the elementary schools in Iowa. Developing such programs through the eighth grade is sound, but incomplete. A need exists to demonstrate procedures that will implement the career decision making process at both the elementary and secondary levels.

The central problem of this project is to establish and demonstrate procedures that can be used by school systems in conducting comprehensive secondary career education programs in Iowa that will implement the final stage of the model described on the preceding page.

Goals and objectives

Identify procedures and practices for conducting secondary career education programs that will implement the preparation phase of the model presented earlier in this proposal.
Write program models that can be used to implement career education programs in the secondary grades.
Establish and conduct exemplary secondary education programs in the six schools identified.
Establish similar programs in other secondary schools in the state as a result of the procedures demonstrated in these exemplary programs.

Description

This project is conducted under the direction of Iowa State University through the Department of Agricultural Education. Dr. Alan A. Kahler serves as director of the project. The administrative structure for the project is fitted to the administrative structure of the precareer education project.

Activities in this project were planned to integrate with the activities of the precareer education project. The coordination of activities between these projects began during the 1972-1973 school year.

The steering committee and consultants established to aid in directing the precareer program served as the steering committee and consultants for the project. The steering committee was broadened to include representatives from distributive, health, and secondary education, school administration, and the area schools in Iowa.

A committee composed of consultants in the Department of Public Instruction from each of the career service areas was established. Representatives from business and industry were included on these committees.

During the developmental phase of the project, project staff members met with the entire secondary education staffs in each of the six schools to explain the project and solicit their participation in the project.

During the initial visit of the project staff members in the selected schools, each school was surveyed to identify the instructional equipment and materials available and the extent that occupational education was already being provided at the secondary level. Information was collected on the secondary curriculum for use later in the project.

Literature (research and writings in the field) which analyzes or discusses the needs and desires of students at the secondary level and approaches to employ in meeting these needs was assimilated by project staff members.

Project coordinators worked closely with teacher educators in secondary education and the secondary school teachers, guidance directors, and administrators in each of the selected schools in determining the best methods (instructional and curricular) of establishing and conducting comprehensive career education programs at the secondary level. Special attention was directed toward integrating the planned program at the secondary level with the career education model and the activities of the pre-career programs (K-8) in each school.

The project coordinator assigned to each area of the state met with each school in his area to aid in establishing their exemplary programs.

An occupational information center within each of the project school systems, established and maintained by the guidance director(s) in each school, will serve both students and teachers in grades K-12.

Teachers, guidance directors, and school administrators met as a group twice prior to the initiation of the program in each school. The first meeting dealt primarily with the purpose of the project and their participation in it and included the consultants assigned to the project. The second meeting, a workshop for the teachers, administrators, and counselors focused on the mechanics of implementing comprehensive secondary career education programs. The model exemplary program, in the preparation phase for each school, was determined and set down in outline form for use by the project consultants.

Guidelines for implementing the preparation phase of the model were developed for use in the workshop during the summer of 1972.

Project consultants met every three months on the campus of Iowa State University to review the progress of the project and make recommendations for improving the activities of the project. Included in these meetings were representatives from private colleges, area schools, the University of Iowa, the University of Northern Iowa, and curriculum specialists of the State Department of Public Instruction. Special efforts were made to involve the counselor education staffs at all three of the state universities.

The services of two national authorities in the area of secondary curriculum design and development were obtained to assure the development of program guidelines consistent with current theory of secondary curriculum design. These individuals consulted with the steering committee and project staff throughout the project.

Establishment and initiation of exemplary secondary career education programs in the schools identified previously began on September 1, 1972. During the first six months of the implementation phase, attention was devoted to working out any problems in the model developed for the school.

Project staff members, steering committee members, and Department of Public Instruction consultants visited each school periodically to aid the academic and vocational teachers in implementing their programs. Steering committee members and project consultants were encouraged to visit all schools and lend their expertise where needed and appropriate.

Plans for the next two years provide for the project assistants to work with each of the schools in developing printed materials describing the secondary career programs underway in the school which will present guidelines for establishing similar programs in other secondary school systems. These materials will be sent to all other schools in each area of the state not involved in the project encouraging teachers, administrators, and guidance directors to review the materials and visit one or more schools to observe the program underway.

During the summer months following the initial year of conducting the exemplary programs, project coordinators will work closely with the secondary teachers in reviewing and revising the materials and approaches used in each program. In addition, a workshop for all teachers, administrators, and guidance personnel will be held to share experience, evaluate programs, and establish procedures to be followed during the next phase of the project.

Throughout the implementation and dissemination phase of the project, private high school staffs will be made aware of the developments of the project. All materials developed to be disseminated in the latter phases of the project will be shared with all private high schools in Iowa.

The dissemination phase of the project will begin on September 1, 1973, and continue throughout the 1973-1974 and 1974-1975 academic years.

Project coordinators will contact each school in their area of the state and invite them to visit one of the career education programs in their area. A schedule of visitations will be developed in cooperation with the local school and the project assistant.

A visitation plan will be developed for each school visit. Strong emphasis will be placed on developing in those who visit the school an understanding of the strengths and weaknesses that have been observed in the program visited. In addition, emphasis will be placed on ways each of the visiting schools can implement similar programs in their school systems.

Participating in the project will be all secondary teachers, guidance directors, and administrators in the schools identified above. Students enrolled in classes 9, 10, and 11 and 12 will serve as the subjects around which all activities of the project will evolve.

Results and Accomplishments

At this point in the project cycle, secondary teachers and local project coordinators have been selected and encouraged to evolve their own local implementation plans. Community resources are being utilized and community advisory committees of lay people have been established at several sites. A seventh school district, Clarke Community at Osceola, petitioned to be included in the project and was added. Implementation at the secondary level began with in-service summer workshops in 1972.

A workshop for project school administrators and staff was held in the spring for orientation to the career education concept, to discuss objectives of the project, to solicit support, and to create enthusiasm.

A summer workshop, during the summer of 1972, for secondary participants was judged effective in relaying to the participants the concepts of career education, as evidenced by the development of career education objectives, development of implementation plans for the local schools, and establishment of enthusiasm and commitment on the part of the local participants.

The project teachers, who saw themselves during evaluation interviews as playing a primary role in the development and implementation of career education, felt they have gained an early sense of purpose and responsibility and have served as a motivating influence for others. Without extra compensation, teachers devoted time during and after school and often during their leisure to plan, develop materials, document their activities, and make presentations of their ideas to groups.

The commitment and leadership provided by the local administrators at this point has varied widely from school to school. However, in cases where strong commitment and sensitive leadership were present, progress of the project was expedited. In some districts, substitutes were provided so teachers could participate in career education planning or development or attend a regional conference. In cases where school districts provided this money, teachers viewed this as tangible evidence of local commitment and were encouraged in their own efforts.

Although the degree of "encouragement" offered to teachers by local administrators varied from district to district, in most cases teachers felt that their involvement was voluntary. In cases where teachers felt they volunteered, there was evidence of increased commitment.

A crucial factor in the implementation of the CEP has been the personal contact of the local participants with a consultant on the central ICEP staff. The consultants provided leadership, guidance, advice, materials, informal communication, and moral support. In some schools, a well-timed visit by a consultant was seen as the turning point of their program--the time when things fell into place.

Although the definition of the role of "local coordinator" is still vague in many of the schools, important coordination tasks are carried out in local schools by one or more persons. Often these people were "drafted" for the job and had to add career education responsibilities to an already full schedule. They provided local leadership, liaison with central ICEP, and met diverse responsibilities.

"Guidelines for implementation" were developed by and for each participating district with the help of the ICEP staff. These guidelines provide an important structure for local CEP efforts.

Information sharing among ICEP schools has been so far restricted to conferences, workshops, and meetings. The ICEP has been inhibited locally in many cases by restrictions on budget and facilities. Poor bus service limits field trips, budget restrictions limit in-service programs, released time for teachers, and purchase of equipment and materials. In every school dis-

trict there was a lack of time for planning, coordination, development, and documentation. Smaller districts suffered more severe limitations of this type, in some cases.

Local administrators and teachers frequently had unreal expectations of the consultants, with no clear conception of the consultants' role having been communicated to them. Inadequate notification was given to local schools concerning the amount and purpose of the ICEP funds for the purchase of resource materials. Often communication problems existed within local career education programs, to add to the inhibiting effect.

Evaluation

Following is a summary of the factors which most affected the implementation of the Iowa Career Education Project along with some possible alternatives for future improvement of the project. These comments are divided into two parts:

(1) factors which have done the most to facilitate implementation of the ICEP, and
(2) factors which have done the most to inhibit implementation of the ICEP.

Many factors have contributed to the success of the ICEP. No attempt is made here to present an exhaustive list of those factors. Rather, just the most important facilitating factors are listed.

The two workshops during the spring and summer of 1972 for the secondary participants were very effective in relaying to the participants the concepts of career education, developing career education objectives, developing implementation plans for the local schools, and establishing enthusiasm and commitment on the part of the local participants.

The involvement of teachers in the establishment of career education objectives and implementation procedures at the workshops resulted in a growing commitment on the part of those teachers to career education. Some teachers, because they saw themselves as playing a primary role in the development and implementation of career education, gained an early sense of purpose and responsibility and served as a motivating influence for others.

The commitment and leadership provided by the local administrators varied widely from school to school. However, in cases where strong commitment and sensitive leadership were present, progress of the project was expedited.

The many teachers involved in the ICEP deserve much of the credit for its successful implementation. Without extra compensation, teachers devoted time during and after school, summers, and often during their leisure to plan, develop materials, document their activities, and make presentations of their ideas to groups.

The model developed by the ICEP represents a unique definition of career education which goes beyond skill development and the work ethic. The parallel emphasis on the world of work and the self concept aspect of the model make it more palatable to teachers.

Although the degree of "encouragement" offered to teachers by local administrators varied from district to district, in most cases teachers felt that their involvement was voluntary. In cases where teachers felt they volunteered, there was evidence of increased commitment.

A crucial factor in the implementation of the CEP has been the personal contact of the local participants with a consultant on the central ICEP staff. The consultants provided leadership, guidance, advice, materials, informal communication, dissemination, and moral support. In some instances, they made a convenient scapegoat. In some schools, a well-timed visit by a consultant was seen as the turning point of their program--the time when things fell into place.

The ICEP began at a critical time in the national career education movement. National goals are in a state of flux and individual projects such as the ICEP which have a sound theoretical foundation can provide strong leadership in national goal-setting. In view of the recent federal legislation in the area of career education and the strong statement made by the Governor of Iowa in the recent State of the State Address, local teachers are justified in viewing themselves as spacesetters in this thrust.

The early definition of the ICEP model provided direction and structure to the entire effort. Cooperation in the development of concrete objectives further served to structure the implementation process.

By increasing the community's understanding of and responsibility for the education of young people, better public relations seem inevitable. At the same time, students are afforded greater opportunities for building bridges into the adult world.

It is to be expected that in an innovative, exemplary project of this magnitude some factors can be identified as inhibiting or slowing implementation. The most significant of these factors are presented here.

Communication problems between ICEP and participating schools inhibited the project. The one means of communication seen as most valuable by the teachers in every district, the project newsletter, was abandoned after one issue because of the time involved in its preparation.

Local administrators and teachers frequently had unreal expectations of the consultants, with no clear conception of the consultant's role having been communicated to them. Consultants sometimes raised false hopes on the part of the CEP participants.

Inadequate notification was given to local schools concerning the amount and purpose of the ICEP funds for the purchase of resources and materials.

Often similar communication problems existed within local career education programs, to add to the inhibiting effect.

Obvious and most frequently mentioned was the turnover of consultants, which was a disruptive factor in nearly every school, causing a lack of continuity and diminished confidence in ICEP leadership.

Perhaps related to this problem is an expressed lack of confidence in the career education training and experience of the consultants and in their ability to communicate effectively with the classroom teachers.

The ICEP is inhibited locally in many cases by restrictions on budget and facilities. Poor bus service limits field trips, budget restrictions limit in-service programs, released time for teachers, and purchase of equipment and materials. In every school district there is a lack of time for planning, coordination, development, and documentation. Smaller districts suffer more severe limitations of this type, in some cases.

The late announcement of summer workshops prevented many teachers from becoming involved in the ICEP. The late funding of the project is to blame for this problem.

Conclusions, implications, and recommendations

The Iowa career education project is a sound project and is making excellent progress toward project goals. Summer workshops were very effective in relaying to participants the concepts of career education, developing objectives and plans for implementation in local schools, and establishing enthusiasm and commitment on the part of local participants. Early voluntary participation of teachers and strong administrative commitment expedited progress. School in-service days were valuable in facilitating progress.

The Iowa career education project has a sound theoretical foundation. Completion of the additional proposed phases of the project can provide strong leadership in national goal-setting. Increasing the community's understanding of and responsibility for the education of young people leads to better public relations and affords students opportunities for building bridges into the adult world.

APPENDIX A

Mason City
Curriculum Workshop Report

MASON CITY COMMUNITY SCHOOLS
Mason City, Iowa 50401

The endorsement of career education by our administrators provides invaluable support for our program. We would like to share the following comments with you.

The intent of this communication is to indicate my endorsement, and the endorsement of the curriculum department, of the career education concept and its implementation into the curriculum. Our hope is that career education can become functional and increase the relevance of school by focusing on the learner's perception of work and of himself as a worker.

It is our intention that career education be incorporated into the curriculum at all levels and in all subjects by means of what could be called "the infusion theory." This means that career education will be fused into the curriculum, rather than added as a separate block or unit of study. It is our hope that every teacher in every course will emphasize the contribution that their particular subject matter can make to successful careers.

Russell W. Clarke
Assistant Superintendent, Instruction

One of the major goals of the Mason City Community Schools is to prepare youngsters for productive and satisfying careers. It is important that we develop within each child the feeling of worth, and the realization that to have a well-functioning society we need the contributions of all kinds of workers.

To achieve our goal we need the support of all educators, as well as the support of the total community. As we direct children in their learning, we must keep the philosophy of "Career Education" foremost in our minds. Productive and satisfied adults surely will become the end product.

Dale L. Jensen
Director of Elementary Education

PREFACE

"At the elementary level, the career education program requires no curricular additions, merely a new emphasis in existing courses to encourage children to develop favorable attitudes: desire to work, responsibility, loyalty, dependability, appreciation of quality, pride in accomplishment, and a sense of the dignity of work well done. Social studies, language arts -- nearly every subject in the curriculum -- can serve as a vehicle for promoting positive attitudes toward work."*

In developing this guide we have attempted to suggest goals which are vehicles for awareness of the self concept and the world of work. The activities given are only suggestions. We are sure there are other activities and areas which can be incorporated into the general curriculum. We cannot emphasize enough the need for teachers to actively participate in developing their own approaches.

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*Wyoming State Department of Education

Elementary Participants of Summer Curriculum Writing Workshop

Doreen Jones - Unit C teacher, Grant

James Taylor - Elementary counselor, Grant, McKinley

Cary Maassen - Coordinator of elementary art

Coni Samsel - Unit A teacher, Grant

Rick Swensen - Unit B teacher, Hoover

Bonnie Rawding - Unit A teacher, Madison

Judy Hostetler - Unit B teacher, Harding

D. Kent Craun - Unit C teacher, Washington

Co-Chairmen

Phyllis Oetken

Gary D. Henrichs

SUGGESTED OBJECTIVES FOR ELEMENTARY UNITS A, B, C

Self Concept - The student will

1) become more aware of his values;
2) become more aware of things he likes to do;
3) become more aware of his likes and dislikes;
4) become more aware of his strengths and weaknesses;
5) become aware that physically, mentally, and emotionally he is constantly changing;
6) be aware that his attitude affects his outlook;
7) be aware of the uniqueness of self;
8) be aware of how he differs from others;
9) be better able to understand his own feelings and those of others; and
10) be more considerate of the feelings of others.

SUGGESTED OBJECTIVES FOR ELEMENTARY UNITS A, B, C

World of Work - The student will

1) become aware of the dignity of work
2) develop good work habits
3) take pride in his accomplishments
4) be aware of the possible relationship between interests and careers
5) become aware that life styles vary with different occupations
6) become aware that there is a variety of occupations
7) become aware that different jobs require different training
8) become aware that some jobs tend to become obsolete and new types of jobs are created because of social and technological changes

UNIT A

Concept: Self-Perception

Goal: Become more aware of his values

ACTIVITIES

Area	
*S.S. L.A.	After seeing a picture of a policeman and/or other personality with whom the child can relate, each student will whisper in a few words to a friend what he feels about this picture. The friend will relate the message to the class while the teacher tallies the differences of opinions for discussion.
G.	Class can brainstrom on the word "love."
S.S.	Make a "Love is . . ." bulletin board.
	Write creative stories on "love . . ."
	Develop a "Friendship Week"
	Secret Friends
	Friendship Assembly (have a friendship circle, sing, "Everything is Beautiful" "I'd Like to Teach the World to Sing" "It's a Small World")
	Make Friendship Cards
	Choose a new friend to sit with at lunch
	Choose a friend for "talking time"

*Note: S.S. - Social Studies
L.A. - Language Arts
G - Guidance

Concept: Self-Perception

Goal: Become more aware of things he likes to do

ACTIVITIES

Area	
L.A.	The students will prepare a scrapbook to illustrate work activities which are personally satisfying to him. He will explain why these were selected, and with the aid of the teacher, he will write explanations in his scrapbook.
S.S.	The student will discuss the school work he particularly enjoys and tell why he likes it best.
G	The student will discuss work he does for or with the family and tell why he enjoys it.
G	Use of Human Development Kit
S.S.	At the beginning of the year, have child draw 2 - 4 pictures of things he likes to do (hobbies, etc.) and file these -- later in the year draw pictures of likes again and compare any changes that may have taken place.

Concept: Self-Perception

Goal: Become more aware of his likes and dislikes

ACTIVITIES

Area	
S.S.	Student will list an inventory of three things he likes best and three things he dislikes and discuss why.
S.S.	The student will participate in talent shows to demonstrate things he does well.
P.E.	The student will select a game or sports activity he enjoys and does well, and will act as group leader for this activity at recess. This should be encouraged for all, but not forced.

S.S. Role-play things they don't like to see others do.

S.S. During unstructured time, students may use interest centers doing activities they like.

L.A. Interview people to find out what they like to do, and make tapes of these interviews.

Concept: Self-Perception

Goal: The student will become more aware of his strengths and weaknesses.

ACTIVITIES

Area

Art Students will create a mural on which they depict the many jobs they have performed over a period of time.

S.S. L.A. From a display of pictures illustrating various jobs, the student will select those which parallel a task he has performed.

S.S. Following a discussion of work he has done, the student will cut out and label pictures for "My Job Notebook" to show that he can do many jobs.

G In small group discussion, the children will list each other's strengths.

Concept: Self-Perception

Goal: Become aware that physically, mentally, and emotionally he is constantly changing.

ACTIVITIES

Area

S.S. Given an assortment of toys, the student will classify them into two groups, infant toys and primary toys.

G Students will then discuss how their perceptions of "fun" have changed as they have grown older.

G Using a filmstrip "Noisy Nancy" or "Billy the Bully," the student will discuss how feelings toward a person can change as behavior changes.

G
S.S. Discuss Human Development, how we grow up, changes our bodies make, new things we learn how to do.

G Make an attitude survey at the beginning of the school year and review periodically.

Concept: Self-Perception

Goal: Be aware that his attitude affects his outlook.

ACTIVITIES

Area

S.S. After assembling in groups and making preparation for pantomime, the students will discuss how they were able to cooperatively work and play as group members.

S.S. The student will read a story about friends doing something together and identify the attitudes and behaviors which underlie their friendship (e.g. being honest, having same interests, expressing friendly feelings, etc.)

L.A.
S.S. The student will develop a flip chart which depicts those attitudes and behaviors which have helped him to be a friend to others (e.g. putting the cap on the paste bottle, etc.)

Art Students will draw simple cartoons depicting children playing and working together. Teacher will direct them to include all personality types (e.g. shy, brave, bully).

S.S. Role-play a child refusing to work at school -- what will happen to him?

Concept: Self-Perception

Goal: The student will be aware of the uniqueness of self.

ACTIVITIES

Area	
S.S. L.A.	Students will use scales, mirrors and tape measure to arrive at conclusions regarding differences in height, weight, hair color, and skin color.
G	From a list of descriptive statements, the student will select those which best describe his physical appearance and personality.
G	From a list of questions pertaining to human behavior, the student will select and answer those he feels account for his individuality or distinctiveness.
G L.A. S.S.	Utilizing questions based on personal characteristics, students will participate in games such as "Who Am I?" and "Guess Who?"
Art L.A.	After making a hand print or foot print, the student will compare his print with those of classmates and conclude that each is different.
G L.A.	The student will draw a picture of himself for a class bulletin board entitled, "Proud to Be Me" and using this as motivation, he will describe some of the differences between himself and his classmates.

Concept: Self-Perception

Goal: Be aware of how he differs from others.

ACTIVITIES

Area	
L.A.	Discuss physical differences -- make a "How Tall Are You?" chart and compare from the beginning of the year until the end.

G	Compare each person from the class picture.
S.S. G	Discuss how each person differs from other family members.
Art	Each child could make a puppet of himself to show and share with the class. Then class members could create a play showing differences.

Concept: Self-Perception

Goal: Be better able to understand his own feelings and those of others.

ACTIVITIES

Area

G L.A.	The student will bring pictures and things he feels are important to him and others to class and develop a display center in which he will present and discuss why these items are important.
L.A. S.S. Art	Each student will contribute to a mural by drawing a picture of himself surrounded by things he feels are important to him and to his family and will tell why he thinks they are important.
Art	Given different art media such as pipe cleaners, clay, sawdust, etc., the student will create an object representing something important to him, such as a hobby, etc. After showing the object to other students, the student will relate what the object is, and why it is important to him.
G	Human Development Kit Duso Kit American Guidance Series

Concept: Self-Perception

Goal: Be more considerate of others' feelings.

ACTIVITIES

Area	
L.A. G	Given a list of several classmates, the student will write one to three sentences describing the most valuable personal attribute of each classmate as he perceives them. He will then compare his opinions with those of his classmates.
G	After a discussion of emotions that can be shown through facial expressions, the student will be given necessary supplies such as tagboard, construction paper, string, buttons, beads, and instructions to construct a face portraying one of these emotions. After he finishes, the student will show his project to the class and ask, "What does my face show?" to determine the different interpretations given by others.
S.S. G	Respect for others -- discuss how much happier a home is when everyone in the family treats others with respect -- this could be role-played or illustrated.

Concept: World of Work

Goal: Become aware of the dignity of work

ACTIVITIES

Area	
S.S.	Each child will collect his own trash (only in schoolroom) and store in sack at his desk for three or more days. From observation and discussion the need would be shown for the garbage collector.
S.S.	Ask the school custodian to come to the classroom and go over a list prepared by the class of his duties in the school. He would probably be able to add to this list.
S.S.	After resource parents have spoken to the class, discuss the importance of each job, and how they relate to the needs of others.
S.S.	Discuss the interdependence of jobs; for example, the snow plow driver is necessary for other workers to get to their jobs.

Concept: World of Work

Goal: Develop good work habits

ACTIVITIES

Area	
L.A. Math	Make "I Got My Work Done" charts. This could be a class or individual project.
L.A. S.S.	Play "Listen Game." (Teacher will direct two or more activities in which the child performs; for example, "skip to the door, turn around twice, hop to your seat.")
L.A. S.S.	Play "Simon Says."

Concept: World of Work

Goal: Take pride in his accomplishments

ACTIVITIES

Area

S.S. Role-playing. Two groups, either teachers or pupils, will build houses of blocks, one neat and one messy, and compare the two and the accomplishment.

L.A. Bulletin board: "Something to Crow About" (rooster)
"M-m-m-m Good" (ice cream cone)
This bulletin board would display pupil's work that had been done to their best ability.

L.A. Put stickers or stars in workbooks after 10 pages had been done correctly.

L.A. Cut up individual pictures into five pieces. Each day work is completed the child can put up another piece of the picture.

Concept: World of Work

Goal: Be aware of the possible relationship between interests and careers.

ACTIVITIES

Area

S.S. Given various pictures of objects related to hobbies or interests in a game similar to "Concentration," the students will match the objects with names of the hobbies or interests.

S.S. The student can help in making a bulletin board exemplifying hobbies and interests.

S.S. Have interest centers letting the children choose where they would like to go. Have a choice of places such as: cooking, carpentry, models, singing, puppets, bead-making, films, rhythms, etc.

Concept: World of Work

Goal: Become aware that life styles vary with different occupations.

ACTIVITIES

Area

S.S. Ask resource people about their interests and leisure time use and then discuss, compare, and contrast life styles and occupations.

S.S. Illustrate each child's family's use of leisure time and then explain to class.

S.S. Ask school personnel about their leisure time use and then share this with others in the class. (This would work well in committees.)

Concept: World of Work

Goal: Become aware that there is a variety of occupations.

ACTIVITIES

Area

S.S. After viewing audiovisual material, participating in field trips, and talking with resource people, the students will present skits concerned with different kinds of work people do in the home, school, and community and play "Who Am I?"

S.S. The student will make a chart listing the family members and telling the work they do in the home.

S.S. Implement "Lids for Kids" project: Teacher will arrange for a collection of hats or headgear representative of a number of workers. After receiving information about various jobs, each student will role-play a particular job symbolized by one of the hats.

L.A. The student will construct four language arts trees (writing, reading, listening, speaking) and decorate the trees with names of workers in the home, school, and community who need to use these skills.

Math Given a chart showing specific math areas such as measurement, the use of money, the use of geometric shapes, etc., the student will (a) assemble pictures showing different kinds of work done by people in his immediate environment; (b) form subsets of workers as determined by the areas shown on the chart; and (c) map the subsets onto the chart.

Art Give the necessary materials the students will make cutouts of their favorite community workers. They could also use old magazines and papers.

Concept: World of Work

Goal: Become aware that different jobs require different training.

ACTIVITIES

Area

S.S. The student will listen to resource people, friends and parents describe tasks they and their fellow workers perform and the training they feel is necessary for their job.

Math The student will identify the math skills needed in the performance of specific tasks which occur in job families familiar to him. (ex. carpenter, plumber, nurse, milkman, etc.)

Concept: World of Work

Goal: Become aware that some jobs tend to become obsolete and new types of jobs are created because of social and technological changes.

ACTIVITIES

Area

S.S. Discuss the changing demands in the working world such as domestics, farming, slavery, etc.

UNIT B

Concept: Self-Perception

Goal: The student will become more aware of his value.

ACTIVITIES

Area	
L.A.	From a class discussion list 10 occupations that the children feel are the least desirable to them - then discuss the importance of these occupations. Why are the undesirable?
S.S.	Analyze newspaper ads for discussion of jobs available for men and women. Why are jobs divided in this manner? Should it be changed?
L.A.	The student will role-play situations involving conflicting values and have class offer possible solutions. (Your best friend has something that you know does not belong to him. What should you do?)
L.A.	Following a discussion of how values and attitudes affect motivation, the student will write a biographical sketch on, "Why Do I Work?"
L.A.	The student will role-play a conflicting situation (Failing vs. cheating) and defend his position.

Concept: Self-Perception

Goal: The student will be aware that his attitude affects his outlook.

ACTIVITIES

Area	
L.A.	Role-play; 2 groups of 2 children will act out how they go about completing or working on an assignment that is difficult for them. One group will use the "It's too hard for me." The other will use the idea "I'll do my best." Discuss with the group these situations. Possible questions might be, "Whose attitude was the best? Who is the most likely to succeed? How are the groups seeing the assignment?"

S.S. Analyze newspaper ads for discussion of jobs available for men and women.

S.S. Student will use a check list to indicate positive attitudes towards tasks in fulfilling a performance contract.

L.A. The student will keep a file on his language arts papers to determine what improvements he is making.

Concept: Self-Perception

Goal: The student will become aware that physically, mentally, and emotionally he is constantly changing.

ACTIVITIES

Area

L.A. This is your week. Each child volunteers or is assigned to prepare a selection of pictures of himself and family and to write an autobiography. These are taped to tagboard and displayed in the classroom during the child's week.

L.A. Display pictures of your class as they looked in previous years. Use the following questions for discussion: How have they changed? Why have they changed? Have they changed in ways other than appearance?

S.S. Have children make a time line of events locating themselves and their activities in time on it.

Concept: Self-Perception

Goal: The student will become more aware of things he likes to do. The student will become more aware of his likes and dislikes.

ACTIVITIES

Area

Bring in hobbies for display in class. Invite other classes in for discussion and questioning. What kinds of occupations may these hobbies lead to?

Make a scrapbook of things you like and one of things you dislike. Use pictures from magazines. Why do you like some things and dislike others?

L.A. The student will write an eassy, "What I Like to Do May Affect What I Want to Be."

L.A. (H.E.) The student will select a particular interest (e.g. gardening, sewing, cooking, etc.). In terms of that interest, he will circle want ads from the newspaper and report to the class those jobs advertised in which he might realize success.

Concept: Self-Perception

Goal: The student will become more aware of his strengths and weaknesses.

ACTIVITIES

Area

L.A. Constructing a chart with two columns entitled "Things I Can Do Well" and "Things I Would Like to Do Better." The student will present an oral or a written plan for working towards improvement.

L.A. The student will write a composition on his strengths and limitations and what he can do to improve both. A conference between the student and teacher counselor should follow for further appraisal.

Concept: Self-Perception

Goal: The student will become aware of the uniqueness of self.

ACTIVITIES

Area

Play identity/personality game entitled "Who Am I?" Student will number his paper all the way down the left side. Give students 10 minutes to list all the things they can think of about themselves such as red hair, kind, clever, tall, etc. At the end of 10 minutes papers will be collected and students will attempt to

guess each other as the teacher reads the lists through. Follow-up discussion students will realize people give themselves away by characteristics and behavior.

This is your week. Each child volunteers or is assigned to prepare a selection of pictures of himself and family and to write an autobiography. They may include whatever they would like. These are taped to tagboard and prominently displayed during the child's week.

Art — Draw a picture of yourself. Invite the children to do the same. How are the pictures alike? How are they different?

Concept: Self-Perception

Goal: The student will be aware of how he differs from others.

ACTIVITIES

Area

L.A. — From a class discussion list 10 occupations that the children feel are the least desirable to them - then discuss the importance of these occupations.

L.A. — Students could write simple self-analysis papers. Questions such as the following can bring about better insight:

What sort of person am I?
Am I just the way I think I should be?
Is there someone I wish I were like?
What is the first thing I should change about me?
Why should I be in school?
Do other people think I should change?
What do I want to be as an adult?
Am I important?
Am I successful?

Concept: Self-Perception

Goal: The student will be better able to understand his own feelings and those of others.

ACTIVITIES

Area

L.A. — Role-play; How you feel when:

you hurt someone?
you are hurt?
a sad event occurs?

How would you like friends to act when you have a problem?

Construct a bulletin board using a bare tree or football field whereby leaves could be added or goals accomplished by students making a new friend, tutoring another student, helping someone with a problem, etc.

Concept: Self-Perception

Goal: The student will become aware of the dignity of work.

ACTIVITIES

Area

S.S. Discussion of the many careers that are a result of trees.

S.S. Have the children explore singly or in small groups one or more of the occupations mentioned above.

S.S. Bulletin board - show a tree - its branches made up of forest related occupations.

S.S. Diagrams of forest occupations.

S.S. Visit a lumber yard -- how are men employed there?

L.A. From a class discussion list 10 occupations that the children feel are the least desirable to them. Then discuss the importanct of these occupations.

1. Why are they undesirable to you?
2. Are they undesirable to everyone?
3. What would happen if no one did these jobs?

L.A. Each child will tape record an interview with a wage earner in his home to find out what this person does, the training required, and how he feels about his job.

L.A. Discussion of why people like the occupation that they have.

S.S. Discussion of how people live in the desert. Why they live in this manner? What occupations do they have?

Art Put together a bulletin board or collage from pictures of the children's parents' occupations.

Concept: World of Work

Goal: The student will take pride in his accomplishments.

ACTIVITIES

Area	
S.S.	Bring in hobbies to display for their classmates. Invite other classes in for a discussion and questioning. What kinds of occupation may these hobbies lead to?
Art	The students will organize an art show to display their work. Ribbons will be awarded based on criteria determined by the students.
L.A.	Students will compile and publish a class newspaper.
L.A.	Using role-playing situations, the student will act as a teacher or a business supervisor and instruct students and employees on how he will evaluate their work performance. Analyzing the criteria he expects for this evaluation, the student will identify his values in a work situation.

Concept: World of Work

Goal: The student will become aware of the possible relationships between interests and careers.

ACTIVITIES

Area	
	Bring in hobbies to display for their class. Invite other classes in for discussion and questioning. What kinds of occupations may these hobbies lead to?
S.S.	Have the children pick a career that interests them as they go through the SRA Cities At Work. They can make a hat which could be worn in this occupation as a result of studying about it.

Concept: World of Work

Goal: The student will become aware that there is a variety of occupations.

ACTIVITIES

Area	
S.S.	Discuss the uniqueness of desert occupations. Why aren't they found in other locations?
S.S.	Discuss the many careers that are a result of trees.
S.S.	Have the children explore singly or in small groups one or more of the occupations mentioned above.
S.S.	Construct a bulletin board of a tree using its branches to make up forest related occupations.
S.S.	Visit a lumber yard and find out about the different workers and their attitudes about work.
S.S.	Discuss the historical values of forests and how the people's jobs have changed.
S.S.	Have the children pick a career that interests them as they go through the SRA Cities At Work. They can make a hat which could be worn in this occupation as a result of studying it.
S.S.	Establish a model town after studying Mason City. Elect some officials, others will then be appointed by the elected.
Music	Sing songs that deal with the past, present, and future. Discuss the occupations or changes in the ways these songs are presented. Suggested songs are "I've Been Working on the Railroad," "Clementine," "Erie Canal," "Up, Up, and Away," "Jet Plane," "Electronic Music," "Switched on Bach," "2001, A Space Odessey."
L.A.	From a class discussion list 10 occupations that the children feel are the least desirable to them. Discuss the importance of these occupations.
	Each child will tape record an interview with a wage earner to find out what this person does, the training required, and how he feels about his job.

L.A. Have a contest -- who can list the most occupations. Possibly give prizes for the most unusual one mentioned, the one requiring the most training, the highest paid, etc.

After a discussion of hobbies, discuss the occupations that can be related to these hobbies.

Charts of bulletin boards should be made to show purposes, and occupational relevance of subjects taught.

Have one child name a job. Another child will name other jobs related to the first one mentioned and continue in this manner.

Put together a bulletin board or collage of the occupations of the student's family.

Play "What's My Line" or "Twenty Questions" with the children as adults with different occupations.

Make up questions for a quiz show on occupations. (List words that would identify a job.)

Read through the 'yellow pages' in the telephone directory to see how many different jobs are available in the community.

Concept: World of Work

Goal: The student will become aware that life styles vary with different occupations.

ACTIVITIES

Area

S.S. Establish a model town after studying Mason City. Elect some city officials, others will then be appointed by the elected. Through this the children should become aware of the city (or beyond) government occupations.

S.S. Have the children explore singly or in small groups one or more of the occupations found in the study of forests.

S.S. Discuss the historical values of forests and how the people's jobs have changed.

S.S. Discuss how people live in the desert. Why do they live in this manner? What occupations do they have?

S.S. Discuss the uniqueness of desert occupations.

S.S. What do the people of the desert do in their leisure time?

S.S. Discussion groups can exchange ideas about people who make their living by fishing or related occupations.

Concept: World of Work

Goal: The student will become aware that different jobs require different training.

ACTIVITIES

Area

S.S. Tour your building and talk to the people who work there. What are their jobs? How much training did they need?

S.S. Discuss the careers that are a result of trees.

S.S. Have children explore singly or in small groups one or more of the occupations mentioned in the study of forests.

S.S. Have the children make hats that could be worn by the various workers mentioned in SRA Cities at Work. They will need to read more about each job in order to complete this.

L.A. Each child will tape record an interview with a wage earner to find out what this person does, the training he needed, and how he feels about his job?

S.S. Discuss the jobs found in the desert. What training is required for each? What kind of a person is needed for these jobs?

Concept: World of Work

Goal: The student will become aware that some jobs tend to become obsolete and new types of jobs are created because of social and technological changes.

ACTIVITIES

Area	
Music	Sing songs that deal with the past, present, and future. Discuss the occupations or the changes in the ways music is presented. Suggestions: "I've Been Working on the Railroad," "Clementine," "Erie Canal," "Up, Up, and Away," "Jet Plane," "Electronic Music," "Switched on Bach."
Art	Adventure in the future. Transport the students to the twenty-first century. The jobs that are available then are new and different. Draw a picture or write a story describing your job or what you think you'd be doing.
S.S.	Discuss the historical values of forests and how the people's jobs have changed.

UNIT C

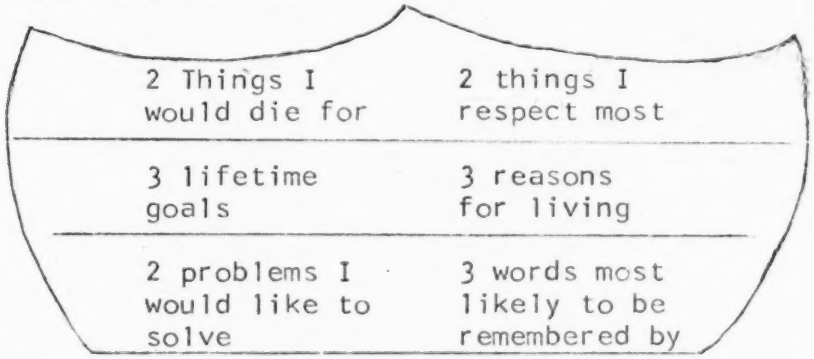
Concept: Self-Perception

Goal: The student will become more aware of his values.

ACTIVITIES

Area

Give personal shield to children and have them fill out each blank for themselves. Discuss how they arrived at these answers and how they conflict or agree with their family, community or society
Have each child list occupations which would be congruent with his shield.


2 Things I would die for
2 things I respect most
3 lifetime goals
3 reasons for living
2 problems I would like to solve
3 words most likely to be remembered by

At the end of a week, have students examine what they did the past week. Some questions: What was the high point of your week? Did you emphatically agree with someone this week? How could the week have been better? What did you procrastinate about this week? Did you make any plans for some future event during the week? Identify three choices you made this week. Keep these sheets for a period of weeks. Then examine them -- what does this tell me about myself?

L.A. Using role-playing situations, the student will act as a teacher or business supervisor and instruct students and employees on how he will evaluate their work performance. Analyzing the criteria he expects for this evaluation, the student will identify values in a work situation.

Have students write 5 goals they might want to achieve within the next ten years. This activity would be a good device to discuss realistic and unrealistic goals and expectations.

SCI. Having completed tasks related to "Earth Day," projects such as cleaning school yard, returning bottles, etc., the students will compare their attitudes about these tasks with attitudes about a similar but routine job done at home or school.

Use open-ended stories (NEA publication) to initiate discussion or writing on what the individual would do.

Concept: Self-Perception

Goal: The student will become more aware of things he likes to do. The student will become more aware of his likes and dislikes.

ACTIVITIES

Area

S.S. Compare and contrast life in Iowa and life in South America.
L.A. Discuss which the student prefers and why.

L.A. Have class make booklet "I like . . ." or "I dislike . . ." and illustrate.

L.A. In class, have interest areas set up. Have student keep track of choices he makes. After period of time, have student see if interests keep reoccurring.

L.A. Have students write poems with each line beginning the same. Suggested beginnings: I like, I wish, I wonder, I always, I never. . .

Concept: Self-Perception

Goal: The student will become more aware of his strengths and weaknesses.

ACTIVITIES

Area

S.S. Given a series of cards on which are listed description of self-characteristics (such as short, tall, cheater, neat, etc.) the students will divide these into two piles -- those which apply to him and those which do not. Take the apply list and divide these into strengths and

limitations. These limitations can be divided further into things he can't change, things he needs to change, and things he wants to change.

L.A. The student will make a list of Things I Can Do and Things I Know How To Do and compose a want ad to advertise his qualifications for a job in the neighborhood.

SCI. In buzz group sessions, students will discuss physical attributes over which one may exercise complete control, only limited control, and no control.

Concept: Self-Perception

Goal: The student will become aware that physically, mentally and emotionally he is constantly changing.

ACTIVITIES

Area

In September and again in June, the student will make a list of the things he likes to do. After comparing his inventories he will make notes on the changes that have taken place and report how he thinks these changes have come about.

P.E. After taking the National Physical Fitness test, compare with the students how they did previously, and areas on which they need to work.

In the fall of the school year, have each student make a chart showing his height and weight. Discuss with the students what changes will take place and how great the changes will be. Make a game of having each student guess how much they will change during the school year and keep a record of their predictions. In the spring, have the student check their guesses with the actual changes.

Concept: Self-Perception

Goal: The student will be aware that his attitudes affect his outlook.

ACTIVITIES

Area

L.A. The student will role-play situations dramatizing the right and wrong way of performing tasks and will discuss how his behaviors and attitudes affect his performance.

S.S. Students will form committees to construct a model of a colonial village. Each committee will develop a task analysis of its job and will evaluate with the class how the attitudes and behaviors of the committee members contribute to the project outcome.

S.S. L.A. Following field trips to several work situations, the student will list the advantages and disadvantages as he saw them. In buzz groups, students will compare and contrast their interpretations.

L.A. Have a few students role-play a situation which can be interpreted in different ways (knocking over a glass of water -- was an accident, on purpose, someone else's fault). Have class discuss what they saw happen.

Concept: Self-Perception

Goal: The student will be aware of the uniqueness of self.

ACTIVITIES

Area

L.A. The students will make a chart showing the role of individual students contributing to a class activity such as planning a play, participating in a group sport, or being involved in a mass production project.

L.A. Have a "Good Guy of the Day." The student will prepare a chart on himself including pictures, articles, awards, etc.

L.A. In a discussion group, have students complete open-ended sentences with another student's name. Example: "If my bike had a flat tire, I'd want (name) with me." "If I was very unhappy, I'd want (name) to talk to." "The person who makes me laugh is (name)."

Concept: Self-Perception

Goal: The student will be aware of how he differs from others.

ACTIVITIES

Area

SCI. Have students bring baby pictures and display on bulletin board. Discuss how students differed when they were born and changes that have occurred since then. Discuss how they differ from each other now and how they were alike.

L.A. Have a "Beauty Contest." Have students bring in their favorite picture. (Dog, sunset, winter scene.) Display them on the bulletin board and then vote on the one they think is most beautiful. Discuss why they voted as they did.

L.A. Play the game "I Am Me." Have students talk about their individual differences (names, hair color, activities they are good at, and those they are not). Using this list, the teacher can guide the group to the realization that everyone has likes and dislikes, strengths and weaknesses. (The teacher should include herself in the list by acknowledging her differences in perhaps art, sewing or math.)

Have students write on the topics "A Word That Describes Me Best" or "What I Am Poorest At."

Talk about physical limitations and how these will affect his career choices (a five-foot tall boy will not be a professional basketball player; a person with poor eyesight would not be able to get a job flying planes).

Concept: Self-Perception

Goal: The student will be better able to understand his own feelings and those of others.

Area ACTIVITIES

L.A. Given several open-ended sentences or topic sentences to be used in a paragraph, the student will develop the

following themes. "When somebody is nice to me I _____"; "The best thing to do after a fight is _____"; "When somebody shouts at me, I _____."

Art — Have students collect pictures of faces showing different expressions. Make collages of these and talk of instances when each of them has had similar feelings.

L.A. — Talk about negative feelings such as anger, jealousy . . . Have students share their experiences in view of these. Explain that everyone, even adults, experience these feelings.

Concept: Self-Perception

Goal: The student will be more considerate of others' feelings.

ACTIVITIES

Area

Have groups of students (5-6 to a group) make a collage of job clusters (one cluster assigned to each group). The assignment given to students is "to show in their collage how workers in related areas must be able to get along." As they are working on the collages, point out the need for them to get along.

Explain to the entire class that they are to do their regular class work, and that they are to feel free to help each other. Divide the class into two equal groups. Blindfold one group and then start class for the day. Encourage the able to help the blindfolded. On the second day, reverse groups; blindfold the group that previously had not been blindfolded. Discuss with them how well they worked together on the previous day. Tell them to feel free to help one another. Point out to the blindfolded group that if they weren't very cooperative the day before, they may not get much help in return. Have them go to work. Have a follow-up discussion stressing the need for cooperation.

At the end of the day, have short discussion with open-ended sentences -- "_____ made me feel good today when he _____."

L.A. Have the students make a list of some of the qualities they would like in a friend (honesty, sense of humor, etc.). Once they do this, have them check off the qualities they think they themselves possess.

Ask pupils to think about and discuss some people who have influenced the way they feel about themselves. The list should include parents, brothers, and sisters, friends, teachers, neighbors). Once they have done this, ask them to reverse the process and tell some ways in which they feel they have influenced another person's self-concept.

Concept: World of Work

Goal: The student will become aware of the dignity of work.

ACTIVITIES

Area	
L.A.	Carry out a debate on topic "To Work or Not to Work."
S.S.	When a resource person comes, include the question, "Why do you work -- what does your work do for you?"
S.S.	Invite a resource person in who desires to change his job. Discuss why and what he wants from a new job.

Concept: World of Work

Goal: The student will develop good work habits.

ACTIVITIES

Area	
S.S.	Invite in a personnel manager from the State Employment Office to talk on "How good work habits relate to a good worker."
Math	During a period of days at irregular time intervals, ask the students to write down what they are doing right now. Keep track and make a chart of their time usage.

Concept: World of Work

Goal: The student will take pride in his accomplishments

ACTIVITIES

Area	
L.A.	Role-play a situation in which one does not complete or adequately perform his job.
L.A.	Have a badge for student to wear when he has achieved recognition in personal life (scouts, Blue-Y, picture in paper, etc.).

Concept: World of Work

Goal: The student will be aware of the possible relationship between interests and careers.

ACTIVITIES

Area	
L.A.	Invite a person from the community to come in and talk about their hobby or interests and how they grew into their livelihood. (Game Warden, Photographer, Artist, Mechanic, Athlete, Librarian, Forester, Veterinarian, Home Economist.)
L.A.	Have students interview their parents and see how many parents have hobbies related to their work. Report to the class.

Concept: World of Work

Goal: The student will become aware that life styles vary with different occupations.

ACTIVITIES

Area	
S.S.	Make a list of luxuries in the home which could be eliminated if necessary. Discuss the reasons why people should have luxuries.
S.S.	Role-play the home life of a blue-collar worker, a white-collar worker, and the professional.
Math	Give each child a job description and yearly salary. Have him describe the worker's housing area, type of residence, social-recreational aspects, and daily schedule.

Concept: World of Work

Goal: The student will become aware that there is a variety of occupations.

ACTIVITIES

Area	
Health	Community Helpers--Examine one facility (example, hospital, school, sewage treatment plant) and discuss

all different types of workers involved there.

S.S. Math — Discuss the most numerous tvpes of occupations engaged in during various eras of U.S. history. Have students choose a career from an era and pantomime or graph.

L.A. — At beginning of the year, discuss different tasks in the classroom. Let the students volunteer for the different tasks. Discuss why each task is work.

S.S. — Student will role-play occupations of someone he respects.

S.S. — Have students make tapes on different sounds of various occupations.

S.S. — With students plan and set up assembly line in classroom to make a product. Discuss why various workers are needed.

L.A. — Select an object in your classroom. Make a chart of all workers involved with the product from the raw material stage to the finished product in the classroom. Discuss how language arts, math, etc. are used by each worker.

S.S. L.A. SCI — Make a list of unusual "jobs" for men and women. Expand the list to a scrapbook of pictures, drawings, and narration.

Art — Make mobiles showing different kinds of work in major work fields. Use names of workers, tools used, or pictures of workers as parts.

Concept: World of Work

Goal: The student will become aware that different jobs require different training.

ACTIVITIES

Area

S.S. L.A. — With students, plan and set up an assembly line in classroom to make a product. Discuss jobs and skill required in each one.

L.A. Simulate a TV program with the topic "Name of the Job Is." Know which jobs are related to math, science, etc.

Math Show the difference between an accountant, clerk, bookkeeper and secretary by writing about the different places in which they work.

S.S. When any resource person comes, include the question, "What training did you need?"

Concept: World of Work

Goal: The student will become aware that some jobs tend to become obsolete and new types of jobs are created because of social and technological changes.

ACTIVITIES

Area

SCI. Visit a museum viewing scope of technological advances. Discuss how the jobs have changed.

SCI. View a movie of a famous inventor such as Thomas Edison. Discuss the movie to discover why his inventions brought change.

S.S. Discuss what effect abolishment of slavery had on jobs. Discuss effect of mechanization in agriculture and industry.

APPENDIX B

Career Development Newsletter

CAREER DEVELOPMENT

A PUBLICATION OF MASON CITY COMMUNITY SCHOOLS VOL. II, NO. 3

Editors: Joyce Griffith, Business Education, Monroe Junior High School
Eileen Heeren, Language Arts, Mason City High School
Mary Jane Porter, Unit A, Roosevelt Elementary School

In keeping with the season, we asked Charlie Schlosser, Adams ninth grader, to interview Santa Claus and report to the Newsletter staff Santa's feelings about this most important of jobs!

I interviewed Santa who, at this time of year, is usually at Damon's Department Store. The only reason he has been Santa for the past seven years is because he wants to make kids happy. He has never been interested in the money he makes as Santa, so he has never helped out at private parties.

Rewards are many, being a Santa. One such reward was when a young, thin girl came to him and asked him if she could take a picture of her daughter on his lap. She said she was going to send it to her husband in Viet Nam. Sometimes, he has up to seven pictures of him taken daily by parents with their children on his lap.

Once, a young boy came to him with a very detailed map, showing exactly where he lived, so Santa would not forget him on Christmas Eve. Santa thinks that for children over five years old Santa in a store becomes a sales gimmick. He says that this is not true, and is too bad.

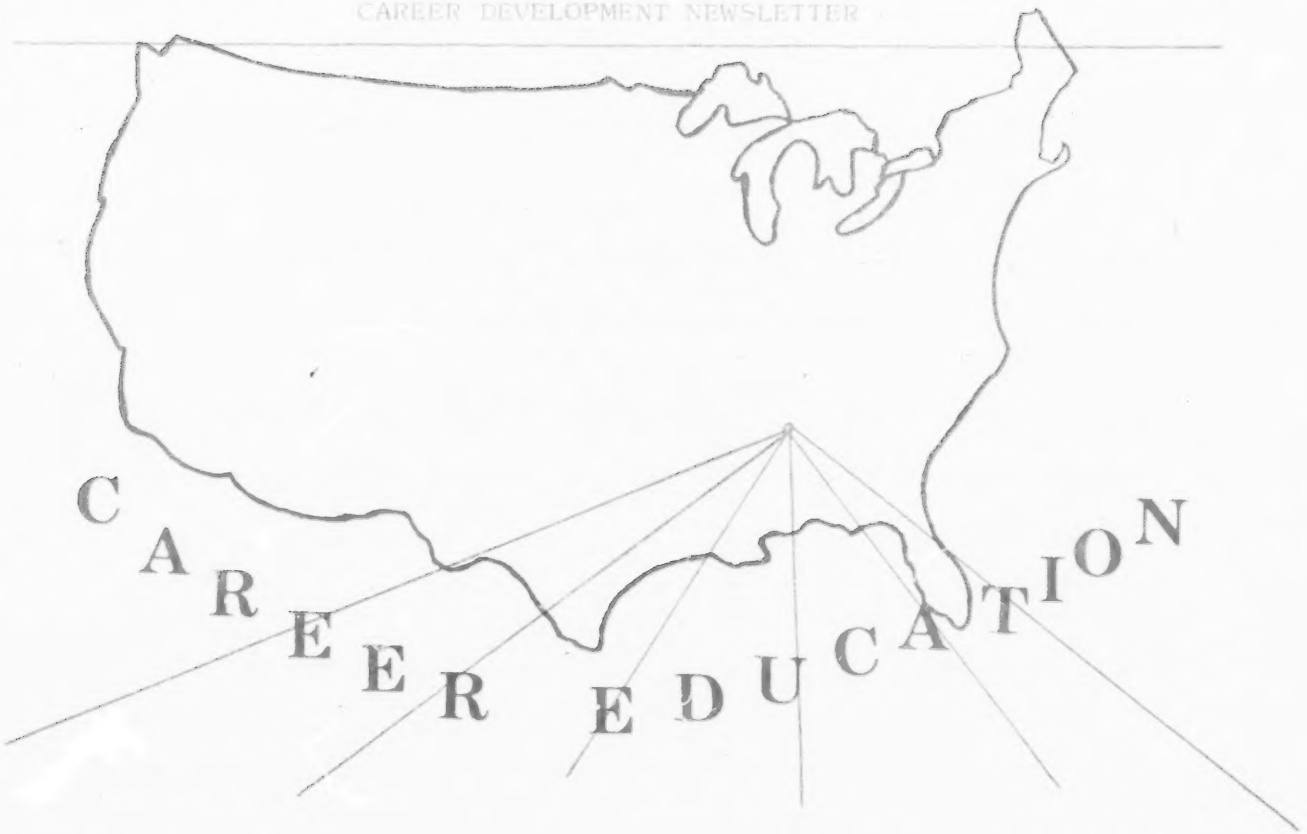
THE POOR SCHOLAR'S SOLILOQUY
(Part 2)

In school we've got to learn whatever is in the book, and I just can't memorize the stuff. Last year I stayed after school every night for two weeks trying to learn the names of Presidents. Of course I knew some of them like Washington and Jefferson and Lincoln, but there must have been thirty altogether and I never did get them straight.

I'm not too sorry though, because the kids who learned the Presidents had to turn right around and learn all the Vice Presidents. I am taking the seventh grade over, but our teacher this year isn't so interested in the names of the Presidents. She has us trying to learn the names of all the great American inventors.

I guess I just can't remember names in history. Anyway, this year I've been trying to learn about trucks because my uncle owns three, and he says I can drive one when I'm sixteen. I already know the horsepower and number of forward and backward speeds of twenty-six American trucks, some of them Diesels, and I can spot each make a long way off. It's funny how that Diesel works. I started to tell my teacher about it last Wednesday in science class when the pump we were using to make a vacuum in a bell jar got hot, but she said she didn't see what a Diesel engine had to do with our experiment on air pressure so I just kept still. The kids seemed interested though. I took four of them around to my uncle's garage after school and we saw the mechanic, Gus, tearing a big Diesel truck down. Boy, does he know his stuff!

(These reflections, written in 1939, will be continued in our next issue).



Newest enrollees at Nashville's McGavock High School are under five years old and rate as star performers in a career education program that puts them center stage. The stage is a specially designed infant lab that doubles as nursery for 16 tots and a training ground for more than 100 secondary students interested in child care. "Child Care and Guidance," a three year course started last year, ranks among the first in the country to prepare high school students for jobs in child care services. Basically, the course revolves around five major activities: classroom study, lab observation, lab work, field trips, and internship experience at local child care centers. Each secondary student picks one preschooler to observe closely for six weeks, then analyzes the child's physical, mental, emotional and social development in a case history report. Students visit hospitals, day care centers, and preschools in the Nashville area to compare procedures and training. At the end of the second year, each student develops a blueprint for a make-believe nursery. Teenagers start earning a paycheck at the beginning of the third year when training shifts to a child care center in the community. This community has enormous demand for child care centers. For students planning professional careers in child development, the course counts five credits in the school's college preparatory program.

- from Nation's Schools, September 1972

"It should be part of all education," responded Mr. John Schnurr when asked the question, How Do You Feel About Career Education in the Schools? "Young people need much information and guidance when making career choices for themselves."

Mr. and Mrs. Schnurr, parents of a high school student, see career education as a cooperative venture involving the home, the school and the business community, "...instilling in children the desire to do well in any work situation and to help them learn how to work with other people."

Mr. Schnurr, partner and manager of Arnold Motor Supply, stated that more programs are needed where students go out into business as they did last fall (Career Exploration Days), so that they can develop a more realistic view of careers through direct observation.

"We were impressed with the students, their interest, and the questions they asked when they visited our business. They appeared to be sincerely interested," Mrs. Schnurr added.

Both Mr. and Mrs. Schnurr lauded the Cooperative Occupational Educational Programs of the high school. "We believe that the on-the-job training programs are great for teaching the value of honest effort and for learning job responsibility."

Interviewer: James D. Smith, Language Arts teacher
Mason City High School

CURTAIN TIME!

CAST

Mr. Robert Dutcher, Principal
Mrs. M. Lang, Secretary
Mrs. B. Marker, Head Cook
Miss Y. Addis, Counselor
Mr. R. Heeren, Teacher, Unit C
Mrs. E. Christopherson, Nurse
Mr. P. Kelly, Custodian
Mr. C. Harmon, Bus Driver
Tom Heiny (child with loose tooth)
Bobby Young (child providing moral support for child with loose tooth)
Terri Cornet (sick child)

Unit A students at Hoover Elementary School were given an opportunity to choose occupations they would like to know more about. One of these, school occupations, was chosen to focus upon.

The normal course of events in the daily schedule of a busy elementary school provided a natural setting, and a play was written with a general structure for various school workers to portray themselves. The children enjoyed it all, from Principal Robert Dutcher's emergency help with a loose tooth to the custodian's explanation of his job. At times, those in the play asked for responses from the kids, thus directly involving them. The actors tried to bring out the responsibilities of each worker and the inter-relationship of their jobs -- the idea that people need one another and can function as a team.

Gordon LeWarne
Business Education Teacher
John Adams Junior High School

Some of Mr. LeWarne's advanced typing students have displayed a particular interest in exploring all kinds of secretarial work. These girls have been interviewing secretaries on their own and have discovered a wide range of office responsibilities. Some of the cooperating offices were Iowa State Employment Service, A. C. Nielsen, and Huber Supply.

Two of these young ladies also visited the Career Education office and asked many carefully thought-out questions.

Other interviews are being planned for second semester.

Editor: How do you feel about career education?

P. Pan: Never-never land was never like this!

"Career Education is an attempt to change attitudes and values toward the world of work, to help students learn about the wide diversity of occupational options available and should open educational opportunities throughout their lifetime."
- Gordon L. Thompson, Trades & Industry
Mason City High School

D. Kendall Petersen, Industrial Arts Teacher
Mason City High School

Mr. Petersen reports that twenty-eight Building Trades boys are hard at work on their garage project in spite of the weather. During the anticipated period of cold weather, units concerning wall framing, ceiling framing and roof framing are being studied. Simultaneously, the boys are constructing wall sections complete with siding in the shop. Roof trusses will also be pre-fabricated in the shop during the cold months.

At the garage site, 319 South Maryland, footings, foundation, and granular base for the concrete floor are in place. Work is expected to resume by the middle of February.

Any teachers wishing to use this project as a resource in their study of careers are asked to contact Ken Petersen to arrange a convenient time.

Scouts have been career-minded for years. Following is a page from a Junior Girl Scout Handbook. A career-educator might add as number 8, "Watch a librarian in her world of work -- interview her."

BOOKS

Purpose: To find out about different kinds of books, how to use them, and how to care for them.

1. With the help of someone who knows books, make a reading plan to use in the library in your school or community.

2. Read three different kinds of books: Travel, mystery, biography, adventure, or history.

3. For your troop make an exhibit of books about an activity you are working on such as nature or arts. OR prepare for the troop a list of books that would be useful in troop activities.

4. Visit your school or public library to find out how to: Find a book through the card catalog. Use reference books to find answers to questions. Find magazine articles about special subjects. Use a dictionary and an encyclopedia. Find the publisher and price of a certain book.

5. Show your troop illustrations from several books you like. Explain why you like the illustrations.

6. Start a book collection of your own. Know how to care for them and how to mend them when necessary.

7. Tell how books were made in the days before printing. OR make a bookplate for your book collection. OR bind a book.

MERRY CHRISTMAS!

CAREER DEVELOPMENT

A PUBLICATION OF MASON CITY COMMUNITY SCHOOLS VOL. II, NO. 4

Our teacher of the year, Miss Goldie Michalek (McKinley Elementary School, third grade) shares some of her career education philosophy with us.

"To me, career education in the primary grades is a concept that will be fused into the curriculum in place of something added. It can be taught in any subject, but in order to do this we must keep in mind the goal of productive and satisfied adults. Help children to become aware of the dignity of work. All parents do not do the same thing, but we are dependent upon each other for the work they contribute to the good of the community. Encourage children to develop favorable attitudes by building up self-concept. As a child, our first work is in the home, school and community. Whatever the task, a child can learn to take pride in a job well done. Develop an awareness that everyone does something well -- more consideration for others' feelings and their values.

Call the following three points career education, as we develop positive feelings for ourselves and others:

1) Look beyond what we have been doing

2) Create something we have not done before

3) Make learning more relevant to the child.

This total concept should permeate all education for teachers."

THE POOR SCHOLAR'S SOLILOQUY
(Part 3)

I'm not very good in geography either. They call it economic geography this year. We've been studying the imports and exports of Chile all week but I couldn't tell you what they are. Maybe the reason is I had to miss school yesterday because my uncle took me and his big trailer down state about two hundred miles and we brought almost ten tons of stock to the Chicago market.

He had told me where we were going and I had to figure out the highways to take and also the mileage. He didn't do anything but drive and turn where I gold him to. Was that fun! I sat with a map in my lap and told him to turn south or southeast or some other direction. We made seven stops and drove over five hundred miles round trip. I'm figuring now what his oil cost and also the wear and tear on the truck -- he calls it depreciation -- so we'll know how much we made.

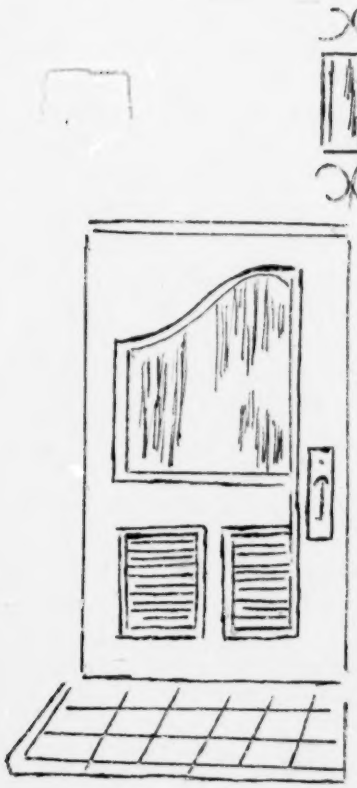
I even write out all the bills and send letters to the farmers about what their pigs and beef cattle brought at the stockyards. I only made three mistakes in 17 letters last time, my aunt said -- all commas. She's been through high school and reads them over. I wish I could write school themes that way. The last one I had to write was on, "What a Daffodil Thinks of Spring," and I just couldn't get going.

I don't do very well in school in arithmetic either. Seems I just can't keep my mind on the problems. We had one the other day like this:

If a 57 foot telephone pole falls across a cement highway so that 17-3/6 feet extend from one side and 14-9/17 feet from the other, how wide is the highway?

That seemed to me like an awfully silly way to get the width of a highway. I didn't even try to answer it because it didn't say whether the pole had fallen straight across or not.

HOW IMPORTANT IS IT TO YOU TO HAVE AN EMPLOYEE WHO GETS ALONG WELL WITH OTHER PEOPLE? DOES THIS CHARACTERISTIC CONTRIBUTE AS MUCH TO THE SUCCESS OF YOUR BUSINESS AS JOB SKILLS?



Mr Lyle Bergo answers our Newsletter questions this month.

"The most important characteristic of any employee is his ability to get along well with the customers as well as his co-workers. He needs to recognize the difference between outgoing friendliness and pushy salesmanship. I feel much more merchandise is sold when there is an atmosphere of friendliness rather than pressure. The employee who causes a rift with fellow workers doesn't work for me very long."

Mr. Richard Tillou, Science teacher at Adams Junior High School, interviewed Mr. Bergo.

OH BOY! TODAY'S PAY DAY!

Connie Patridge, Unit B
Roosevelt Elementary School

Every Friday, just like grownups, my class looks forward eagerly to pay day. Five dollars a week is distributed in special "Roosevelt currency." Bonuses are occasionally given for outstanding work or for achieving predetermined goals. Once a week students have fun time when they may choose one of four or five activities in which to participate. They must have $1 to pay or they can't go. When other work is finished, students may play "fun" games for $1. My purposes for this activity include motivation for work, rewards for work, and it's a great ongoing opportunity for bringing in career education concepts.

Of course, there's the other side of the coin. We've talked about job responsibility and how poor work can cause you to lose a job, or a business to lose money. When assigned work is incomplete, when students have misbehaved, when they don't assume responsibility or need some kind of discipline, the "fine" is usually $1. Instead of reprimanding or scolding them, I say, "This will cost you a dollar!" The children accept this so much better than a scolding -- not so many upset feelings and reminders about talking or wasting time. No fines are given without advance warning. Rules, or goals, are always given beforehand such as, "Those people not finished with page 43 and 44 by lunchtime will have to finish after school or pay $1." If students elect to pay the fine, they may take the work home. Sometimes they aren't given that much choice and it's, "Finish or pay!"

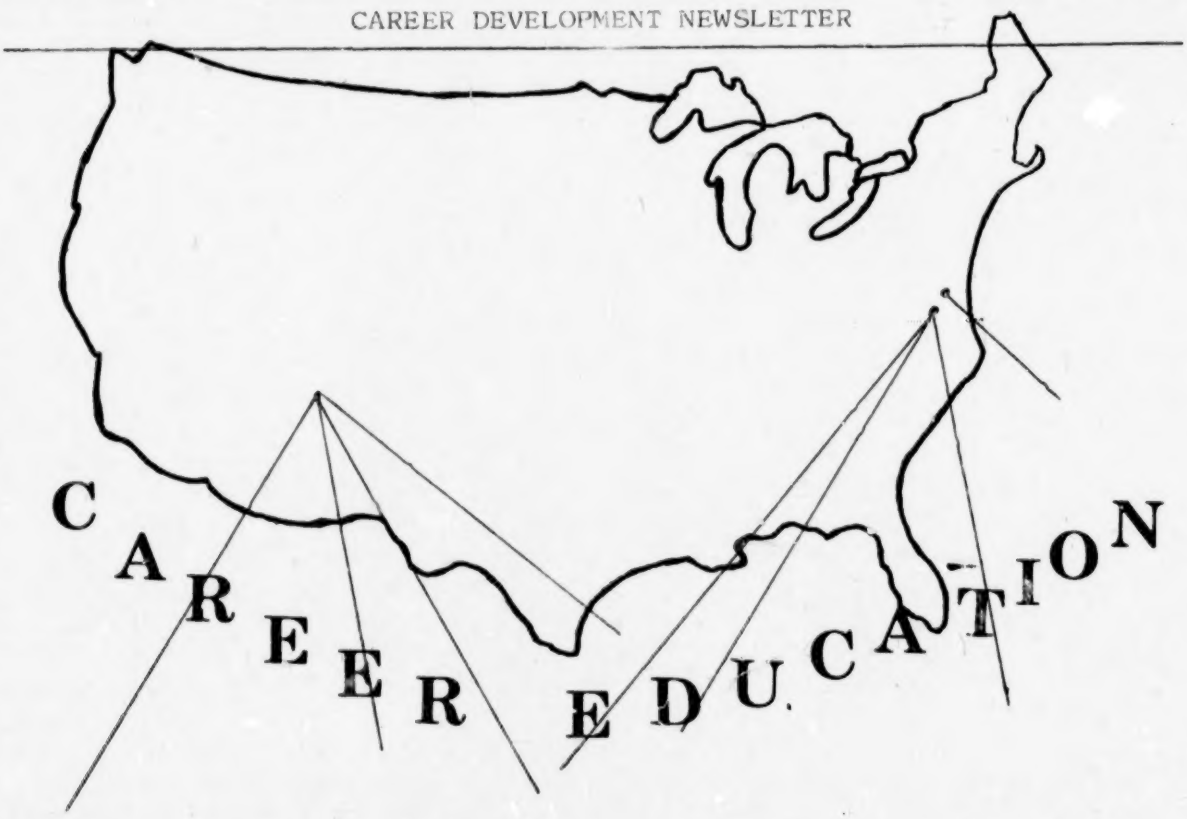
This is just the beginning of an ongoing project that will unfold as it goes. My purposes are being accomplished -- motivating students to finish assignments and work on extra projects and is successful as a reward. Besides -- it's fun!

Monroe Students Visit Minneapolis

On Monday, January 8, the General Business and Advanced Typing classes of Monroe Junior High School, accompanied by their teacher, Mrs. Joyce Griffith, toured Northwestern Bank and Piper, Jaffrey and Hopwood in Minneapolis. Following a tour of Northwestern's very impressive facilities, students were given an opportunity to ask questions. Mr. Doug Morgan, a former Mason City resident, conducted this informal session in the board room of the bank. Students enjoyed the large, comfortable chairs and luxurious atmosphere. Mr. Morgan is with the bank's personnel department and talked with the students about his unique position of recruiting persons who are educationally disadvantaged and who lack skills. The bank provides on-the-job training for these people. Mr. Morgan's program offers many people a chance for a successful and rewarding career. Students were somewhat surprised at the contrast between this large, marble, business-like structure and the bank's philosophy of sincere commitment to people with problems.

Lunchtime was spent in a variety of restaurants with time left over to shop and enjoy the city. An afternoon tour of Piper, Jaffrey and Hopwood had been arranged. Students observed the workings of a stock brokerage, such as watching the ticker tape machine, stock brokers talking with customers, and seeing the actual buying and selling of stocks.

Students were asked what they would have changed about the day's events, and one youngster's reply seemed to express the feelings of all -- "Not a thing -- it was a blast!"



Dover, Delaware has an occupations mall containing a restaurant, a motel, a flower shop and a service station. The mall houses a diversified occupations program and is used for observation and exploratory activities in Grades K - 12.

In Bernalillo, New Mexico, occupational orientation is being taught in all grades and, whenever possible, is being developed in the language of the home. Indian and Spanish-speaking paraprofessionals are being hired to work with the children.

Seventh and eighth grade subjects in Washington, D.C. are coordinated within a curriculum structured around clusters of career opportunities. The elementary program also includes the introduction of such economic concepts as scarcity, specialization, market mechanisms and the study of technology including simple machinery and instruments.

Counselors to Present Program at APGA

Dr. Wendell Osorno, Director of Counseling, Mr. Harry Daniels, Counselor, Richard Rick, math teacher, Eric Bartleson, Career Education Project Community Coordinator, and Gary Henrichs, Career Education Project Curriculum Coordinator, all of Mason City Community Schools, will be spear-heading a panel that will present a program at the APGA Midwest Regional Convention -- "Multi-Disciplinary Approach to Career Education." The scope and direction of this program will be to describe a working model of multi-disciplinary approach to career education at Mason City High School.

Dr. Osorno indicated that substantive materials will be presented via a semi-formal panel presentation with an alliance for interaction with program participants. There will be four specific areas explored during the presentation followed by a question and answer session. The four areas that will be covered are as follows:

a. A philosophy of the career education program in the Mason City Community School District
b. The need for and the development of the multi-disciplinary career education course
c. Content of the Multi-Disciplinary Education Course:
    1. cognitive component
    2. affectiveness component
d. Presentation of data relative to the growth of student participation in the Multi-Disciplinary Career Education Course.

We asked Mrs. Kay Kinvig, R.N., Mason City High School, how she feels about career development in the public schools.

"I feel it is the greatest educational experience available, for the student as well as the established professional. It gives us all a chance to explore the multitude of varied careers and keeps the student headed in a positive direction. In the area of health occupations, there is a great demand for individuals in exciting and rewarding occupations. Through our Career Development Program, many of these are explored. High school students talk with and learn from physicians, registered nurses, licensed practical nurses, X-ray technicians, laboratory technicians, inhalation therapists, anesthesiasts, dentists, dental assistants, medical secretaries, and others. One's education is never complete. Formal education is only the beginning -- success in any field is determined largely by the desire to continue to learn. I would rather leave my children a zest for education than a lot of money. Their lives will never be dull if they are constantly seeking things to be learned that are new and wonderful and exciting."

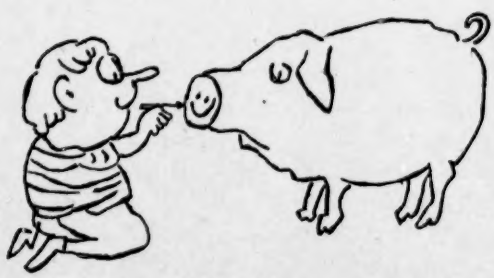
HDP and Career Education -- Do They Belong Together?

Of course they do! Kindergarten children at Washington Elementary School are discussing in one of their favorite areas, the Magic Circle, such subjects as "What makes me feel good?" or "What makes me feel bad?" Through the Magic Circle experiences, the children are becoming aware that everyone has a variety of thoughts. They may be sharing the same thoughts, or people may not all think the same thoughts; or that we have thoughts right now; or even past or future thoughts -- but by sharing our thoughts, we get to know each other better.

The concepts developed through the Magic Circle (HDP)experiences are very important to the children. The Human Development Program stated it in this manner. "The more aware a person is, the more likely he is to become an individual who is authentic, honest with himself and with others."

What excellent qualifications for an employer or employee. HDP and Career Education important? Yes!

Nadine Paullus - Kindergarten
Washington Elementary School



FINAL REPORT
ADDENDUM

Project No. V261023L
V261024L
Grant No. OEG-0-71-0922

Unifying a Career Development Theme in the Curriculum Through Teacher In-Service Activities

Models for Secondary Career Education in Iowa

Conducted Under
Part C of Public Law 90-576

W. C. Schuermann, Director
Career Education Division
Department of Public Instruction

April 1, 1973

FINAL REPORT
ADDENDUM

Project No. V261023L
V261024L
Grant No. OEG-0-71-0922

Unifying a Career Development Theme in the Curriculum Through Teacher In-Service Activities

Models for Secondary Career Education in Iowa

Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

W. O. Schuermann, Director
Career Education Division
Department of Public Instruction

April 1, 1973

FINAL REPORT
ADDENDUM

Project No. V261023L
V261024L
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Unifying a Career Development Theme in the Curriculum Through Teacher In-Service Activities

Models for Secondary Career Education in Iowa

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The final reports from the above named projects have been summarized in the Career Education Division of the Department of Public Instruction and are submitted as one report. Seven (7) school districts are involved in two (2) projects under Grant No. OEG-0-71-0922.

W. O. Schuermann, Director
Career Education Division
Department of Public Instruction

April 1, 1973

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Report of Research Grant Expenditures

Period covered

February 4, 1972, to April 1, 1973.

The original budget period for this grant was from February 4, 1972, to February 3, 1973. A request for a no-cost extension was granted. Later a request for termination of the no-cost extension concluded the budget period as of April 1, 1973.

Project expenditures

Two projects were involved under Grant No. OEG-0-71-0922. The expenditures from both projects are summarized on one reporting form and submitted herewith. Reports from the individual projects are also included on the pages which follow. Please note that total expenditures included amounts withheld by the Department of Public Instruction for Third Party evaluation:

	Discretionary Funds	Third Party Evaluation
Models for Secondary Career Education in Iowa	$ 95,982	$ 2,000
Unifying a Career Development Theme in the Curriculum Through Teacher In-Service Activities	$ 32,518	$ 1,000
Third Party Evaluation, D.P.I.	$ 438	$ 438
	$128,938	$ 3,438

The Iowa Department of Public Instruction supplemented the above sum for evaluation with state administered funds for further evaluation activities.

The budgeted amounts used for third party evaluation from each project are included in this report under consultant services.

Department of Health, Education, and Welfare

Grant No. V261023L

NAME AND ADDRESS OF GRANTEE INSTITUTION	TRANSACTION NO	DATE OF THIS REPORTING PERIOD FROM 2-04-7[illegible] TO 4-1-73
	INSTITUTIONAL ID NO.	PROJECT PERIOD FROM TO
		[X] CHECK IF FINAL REPORT

1. Expenditures of DHEW Funds for this Report Period

a. Personnel	$ 55,703	h. Alterations and renovations	
b. Consultant services	2,107.31	i. Other	10,701.67
c. Equipment			
d. Supplies	29,227.08	j. Total direct costs	110,796.40
e. Travel, domestic	13,057.29	k. Indirect costs: Rate 54.35% [X] S&W [ ] TDC	
f. Travel, foreign		Base $ 32,573.33	17,703.60
g. Patient care costs		l. TOTAL	$ 128,500.00

2. Expenditures from Prior Periods (previously reported)	
3. Cumulative Expenditures	95,982.00
4. Total Amount Awarded - Cumulatively	95,982.00
5. Unexpended Balance (Item 4 less Item 3)	
6. Unliquidated Obligations	
7. Unobligated Balance (Item 5 less Item 6)	
8.a. Cost Sharing Information - Grantee Contribution This Period	140,520.00
b. % of Total Project Costs (Item 8a divided by total of Items 1 and 8a)	% 52.2
9.a. Interest/Income (enclose check)	
b. Other Refundable Income (enclose check)	

10. Remarks

I hereby certify that this report is true and correct to the best of my knowledge, and that all expenditures reported herein have been made in accordance with appropriate grant policies and for the purposes set forth in the application and award documents.

[illegible] SIGNATURE OF INSTITUTION OFFICER _____ DATE _____

HEW-400 (REV. 9/67)

REPORT OF RESEARCH GRANT EXPENDITURES

BUDGET BUREAU NO. 122-R0119

Department of Health, Education, and Welfare

Grant No.

DATE OF THIS REPORTING PERIOD
FROM 2-04-72 TO 4-1-73

PROJECT PERIOD
FROM TO

[X] CHECK IF FINAL REPORT

NAME AND ADDRESS OF GRANTEE INSTITUTION
Iowa State University of Science and Technology
125 Beardshear Hall
Ames, Iowa 50010

TRANSACTION NO

INSTITUTIONAL ID NO.
400-06-02

PHS ACCOUNT NO.

1. Expenditures of DHEW Funds for this Report Period

a. Personnel	$ 32,573.33	h. Alterations and renovations	
b. Consultant services		i. Other *See Below	10,530.16
c. Equipment			
d. Supplies	23,769.35	j. Total direct costs	78,278.40
e. Travel, domestic	11,405.56	k. Indirect costs: Rate 54.35% [X] S&W [ ] TDC	
f. Travel, foreign		Base $ 32,573.33	17,703.60
g. Patient care costs		l. TOTAL	$ 95,982.00

2. Expenditures from Prior Periods (previously reported)	-0-
3. Cumulative Expenditures	95,982.00
4. Total Amount Awarded - Cumulatively	95,982.00
5. Unexpended Balance (Item 4 less Item 3)	-0-
6. Unliquidated Obligations	-0-
7. Unobligated Balance (Item 5 less Item 6)	-0-
8.a. Cost Sharing Information - Grantee Contribution This Period	130,036.00 Institutional
b. % of Total Project Costs (Item 8a divided by total of Items 1 and 8a)	% 57.5
9.a. Interest/Income (enclose check)	-0-
b. Other Refundable Income (enclose check)	-0-

10. Remarks *

Employee Benefits	4,651.72
Premium time	8.41
Honoraria	2,875.49
Communications	1,659.16
Printing	1,335.38
	10,530.16

Return to:

National Institutes of Health
Office of Financial Management
Grants Section, Federal Assistance
Accounting Branch
Bethesda, Maryland 20014

I hereby certify that this report is true and correct to the best of my knowledge, and that all expenditures reported herein have been made in accordance with appropriate grant policies and for the purposes set forth in the application and award documents.

Bernard O. Randol
SIGNATURE OF INSTITUTION OFFICER

5-24-73
DATE

Bernard O. Randol, Controller & University Secretary
Phone 515-294-2555

HEW-489 (REV. 9/67)

REPORT OF RESEARCH GRANT EXPENDITURES

BUDGET BUREAU NO. 122-R0119

Department of Health, Education, and Welfare

Grant No. V261023L

NAME AND ADDRESS OF GRANTEE INSTITUTION

Mason City Community School System
120 East State Street
Mason City, Iowa 50401

TRANSACTION NO

INSTITUTIONAL ID NO

DATE OF THIS REPORTING PERIOD
FROM 2-17-72 TO 2-4-73

PROJECT PERIOD
FROM TO

☐ CHECK IF FINAL REPORT

1. Expenditures of DHEW Funds for this Report Period

a. Personnel	$ 23,129.72	h. Alterations and renovations	
b. Consultant services	2,107.31	i. Other	171.51
c. Equipment			
d. Supplies	5,457.73	j. Total direct costs	32,518.00
e. Travel, domestic	1,651.73	k. Indirect costs Rate ____ % ☐ S&W ☐ IDC	
f. Travel, foreign		Base $ ____	
g. Patient care costs		l. TOTAL	$ 32,518.00

2. Expenditures from Prior Periods (previously reported)	
3. Cumulative Expenditures	
4. Total Amount Awarded - Cumulatively	
5. Unexpended Balance (Item 4 less Item 3)	
6. Unliquidated Obligations	
7. Unobligated Balance (Item 5 less Item 6)	
8.a. Cost Sharing Information - Grantee Contribution This Period	10,484.00
b. % of Total Project Costs (Item 8a divided by total of Items 1 and 8a)	% 32.24
9.a. Interest/Income (enclose check)	
b. Other Refundable Income (enclose check)	

10. Remarks

I hereby certify that this report is true and correct to the best of my knowledge, and that all expenditures reported herein have been made in accordance with appropriate grant policies and for the purposes set forth in the application and award documents

SIGNATURE OF INSTITUTION OFFICER

DATE 4/6/73

HEW 488 (REV 6/67)

REPORT OF RESEARCH GRANT EXPENDITURES

BUDGET BUREAU NO 122